



2025/26 Child Protection and Safeguarding Policy for



NEW COLLEGE SCHOOL, OXFORD
PRE-PREP & PREPARATORY SCHOOL

Consistent with Keeping Children Safe in Education 2025

This document is based on guidance from the 2025 KCSiE and Working Together documents.

If the Government re-issues this guidance during the 2025/26 period, the policy will be updated to be compliant with any changes.

The safeguarding strategy at New College School is devised by the Senior Leadership Team and governing committee of the school, with contributions and suggestions for improvement always welcome from all members of the community. The safeguarding policy is ratified by the NCS governors at the beginning of each Michaelmas term (firstly by circulation and secondly in person). Safeguarding strategy is a standing item in the 'strategy day' attended by NCS governors and SLT members. There is also a standing safeguarding item, led by the safeguarding governor, at each of the termly governors' meetings. The Designated Safeguarding Lead has a standing item in the weekly staff meetings in school. There is also the opportunity to share safeguarding issues and concerns during the school's weekly SLT meetings. The safeguarding policy is to be read and 'signed off' by all those who interact with the pupils of New College School, either in the school or New College context.

Published August 2025, to be reviewed by August 2026

Date agreed and ratified by Governing Body: by circulation August 2025, then in person at the governing body's first in-person meeting in Michaelmas 2025.

The policy will be reviewed and updated at least annually and/or following any updates to national and local guidance and procedures

Contents:

Section	Content	Page
1	Introduction	5
2	Legal Framework	5
3	Roles and Responsibilities	6
4	Supporting Children	6, 7
5	Procedures for dealing with a concern and record keeping	7, 8, 9
6	Concerns and Allegations about staff	9
7	Information Sharing	9
8	Multi Agency Working	9, 10
9	Safer Recruitment	10
10	Training	10
11	Whistleblowing in a Safeguarding Context	11, 12
12	Site Security	12
13	Quality Assurance	12
14	Policy Review	12

APPENDIX A: The role of the Designated Safeguarding Lead	Page
Managing Referrals	13
Record Keeping	13, 14
Multi Agency Working and Information Sharing	14
Raising Awareness	14
Training Knowledge and skills	14
Quality Assurance	14
Support for Staff	14
APPENDIX B: Safeguarding Definitions	
Safeguarding Definitions	15, 16
Categories of Abuse	17, 18
APPENDIX C: Further Information	
Child abduction and community safety incidents	19
Child sexual exploitation and child criminal exploitation	19, 20
County Lines	20
Children and the court system	20
Children who are absent from education	20, 21
Children with family members in prison	21
Online Safety, Remote Learning, Cybercrime and Filtering & Monitoring	21, 22
Cybercrime	22
Filtering and monitoring	22, 23
Domestic abuse	23, 24
Operation Encompass	24
Homelessness	24
Mental Health	24, 25
Modern slavery and the National Referral Mechanism	25
Preventing radicalisation	25, 26
Channel	26, 27
Sexual Harassment, Violence, Harmful Sexual Behaviours	27, 28
So- called 'honour' – based abuse (including female genital mutilation and forced marriage)	28
APPENDIX D: Further Information	
Concerns and Allegations about Staff including Supply staff, Volunteers and Contractors	29, 30
Pre-Appointment Checks and Safer Recruitment	30, 31, 32

Key Personnel	Name(s)	Contact details
Designated Safeguarding Lead (DSL)	Brett Morrison	brett.morrison@newcollegeschool.org 01865 285560
Deputy DSL(s)	Rosemary Cox (DDSL with responsibility for EYFS)	rosemary.cox@newcollegeschool.org 01865 285560
School's named 'Prevent' lead	Brett Morrison	brett.morrison@newcollegeschool.org 01865 285560
Nominated Safeguarding Governor	Aidan Vine	avineqc@harcourtchambers.co.uk 0207 353 6961
Chair of Governors	Miles Young	warden@new.ox.ac.uk 01865 279524
Local Authority Designated Officer (LADO)	Jo Lloyd Sandra Barratt Amie Pilcher	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk
Education Safeguarding Advisory Team (ESAT)	Jo Lloyd Becky Langstone Sophie Kendall	01865 810603 ESAT.safeguardingchildren@oxfordshire.gov.uk
Locality Community Support Service (LCSS) worker	Dolcie Obhiozele	LCCS Central, Knights Court, Between Towns Road, Cowley, Oxford OX4 3LX 079919 298287
Multi Agency Safeguarding Hub (MASH)		0345 050 7666
Emergency Duty Team (EDT)		0800 833408
Police		101 or in emergencies 999

Out of hours, including during school holidays, you can contact New College porters' lodge on 01865 279500 and request to be put in contact with the DSL/DDSL/Headmaster. The lodge is staffed 24/7, every day of the year.

New College School recognises its responsibility for safeguarding and child protection.

1. INTRODUCTION

- 1.1. It is essential that everybody working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect, exploitation, and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should ensure that any decisions made are in the best interests of the child.
- 1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are likely to suffer or are suffering abuse, harm or neglect. <https://www.oscp.org.uk/concerned-about-a-child/>
- 1.3. This policy provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Oxfordshire Safeguarding Children's Safeguarding procedures, plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.
- 1.4. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

2. THE LEGAL FRAMEWORK

- 2.1. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children 2023: A guide to multi-agency working to help, protect and promote the welfare of children, December 2023: [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115266/Working_together_to_safeguard_children_2023_statutory_guidance.pdf)

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025
www.gov.uk/government/publications/keeping-children-safe-in-education--2

3. ROLES AND RESPONSIBILITIES

- 3.1. The school's Designated Safeguarding Lead (DSL) has overall designated responsibility for safeguarding and ensures there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Leads are described in detail in Appendix A.
- 3.2. The **governing body and proprietors** are collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 3.3. **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.
- 3.4. Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.
- 3.5. The school and governing body takes all reasonable action to limit children's exposure to the risks from the school's IT system and ensures the school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

4. SUPPORTING CHILDREN

- 4.1. Our school will support all pupils by:
 - ensuring the content of the curriculum includes social and emotional aspects of learning through PSHE, RSHE and other curriculum contexts and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
 - ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
 - encouraging pupils to talk about feelings and ensuring they are listened to by a range of appropriate adults.
 - supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness and responding to concerns of aggression or bullying.

- liaising and working together with other support services and those agencies involved in safeguarding children, including Early Help and preventative services as required in Working Together to Safeguarding Children 2023
- considering intra familial harms and any necessary support for siblings.
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment (which could take place on or off-line).
- acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare.
- alerting the local authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CWCF), in kinship care or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that all staff have the skills, knowledge and understanding to support these children.
- taking positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. For example, taking positive action to support girls if there was evidence that they were being subjected to sexual violence or sexual harassment. This includes making reasonable adjustments for disabled children and young people and those identified as having special educational needs.
- acknowledging that a child or young person being lesbian, gay or bisexual can sometimes be targeted by other children.
- offering support to children that are gender questioning with consideration to their individual needs, in partnership with their parents and any clinical advice
- Being aware that where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs, including ensuring suitable safeguarding arrangements are in place and suitability checks have been carried out on staff, with written confirmation from the provider. The provider must notify the school of any staff changes or risks. The school will always know where pupils are based during the school day and, in cases of Alternative Provision, there will be frequent reviews to ensure pupils are attending the provision and the placement is

safe and meets their needs. Accurate records of pupil location, including all sites attended, will be kept. Any placements used will be reviewed at least every half term to ensure suitability and safety, with immediate reviews/terminations if safeguarding concerns arise. The school will follow DfE guidance on Alternative Educational Provision: <https://www.gov.uk/government/publications/alternative-provision>

5. PROCEDURES FOR DEALING WITH A CONCERN AND RECORD KEEPING

5.1. If a member of staff has a concern about a child or if a child tells them they are being, or at risk of being, abused, exploited or neglected, staff will appropriately respond by listening and offering reassurance. Staff should:

1. Make an accurate factual record as soon as possible including details of:
 - Dates and times of their observations/incident
 - 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
 - The actual words used by the adult
 - The mnemonic TED (Tell, Explain, Describe) can be a useful guide to how an adult should approach an interaction with a child making a statement of concern

The records must be signed and dated by the author (or equivalent on electronic based records).

Concern forms are kept on the CPOMS platform which is managed by the DSL and DDSL team.

2. Listen to the wishes and feelings of the child, do not to make any promises but keep the child informed (age appropriate) of the action that will be taken.
 3. Report it to the DSL/DDSL
 4. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
 5. In the absence of the DSL or DDSL, staff will refer directly to MASH or the child's social worker (if applicable) and the police (if appropriate) if there is a significant concern.
- 5.2. The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.

- 5.3. Our school will discuss any concerns we have with the child's parents. There may be occasions when this is not appropriate, and if so, school staff would consult with other agencies prior to involving parents. We will record any decision not to discuss with parents and why.
- 5.4. Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. 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. See ICO guidance '[For Organisations](#)' which includes information about your obligations and how to comply, including protecting personal information and providing access to official information.
- 5.5. All safeguarding records will be transferred in accordance with GDPR/KCSiE to the child's receiving school/setting within 5 school days.
- 5.6. The Headteacher will be kept informed of any significant concerns by the DSL, if they are not the DSL, and all other staff are informed on a need-to-know basis.

6. CONCERNS AND ALLEGATIONS ABOUT STAFF – For further details please refer to Appendix D

- 6.1. All staff understand the processes and procedures to manage any safeguarding concern or allegation (no matter how small) about staff members (including supply staff, volunteers and contractors).
- 6.2. If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers and contractors), then this should be referred to the headmaster immediately. In the case of this being about the headmaster, this should be referred to the Chair of Governors.
- 6.3. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy.

7. INFORMATION SHARING

- 7.1. We recognise that all matters relating to safeguarding are confidential.
- 7.2. All staff members have a professional responsibility to share information with other agencies to safeguard children.

- 7.3. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.
- 7.4. We will ensure that staff members are confident about what they can and should do according to the law, including how to obtain consent to share information and when information can be shared without consent.
- 7.5. Staff should not assume a colleague or another professional will act to share information that might be critical in keeping children safe.

8. MULTI AGENCY WORKING

- 8.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.
- 8.2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 8.3. We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's Partnership. We will ensure that 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.

9. SAFER RECRUITMENT – Please read in conjunction with the Safer Recruitment Policy

- 9.1. Our school is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- 9.2. The Governing Body and Leadership Team are responsible for ensuring that the school follows safer recruitment processes outlined within guidance.
- 9.3. 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.
- 9.4. The Governing Body will ensure that at least one person on every recruitment panel has completed safer recruitment training.
- 9.5. The school are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2018 and related obligations under the Childcare Act 2006 in schools. **(Applicable only to nursery, primary and childcare for children up to the age of 8)**

- 9.6. The school 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.
- 9.7. We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 9.8. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
- 9.9. We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

10. TRAINING

- 10.1. All staff in our school receive appropriate safeguarding training at induction, which is updated at least annually, and all staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.
- 10.2. Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team refresh their DSL training every 2 years.
- 10.3. Safeguarding training is provided to all new staff on appointment as part of their induction process including online safety which, amongst other things, includes an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring. This information will be regularly updated. Safeguarding training for EYFS practitioners must be renewed every two years. The school will also consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or should any specific safeguarding concerns arise. EYFS practitioners are supported by the DSL and in particular by the DDSL with responsibility for the EYFS.
- 10.4. **Governing bodies** and **proprietors** will ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. The training should be regularly updated.

- 10.5. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work.
- 10.6. The Designated Safeguarding Lead will update school staff and volunteers on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPRs) in line with Working Together 2023. These updates will occur annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, e-bulletins and staff meetings), to provide them with the skills and knowledge to continue to safeguard children effectively.
- 10.7. The school will maintain accurate and up to date records of staff induction and training.

11. WHISTLEBLOWING IN A SAFEGUARDING CONTEXT

- 11.1. While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern about poor or unsafe practice and potential failures in the school's safeguarding provision. This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

Whistleblowing is a term that is used where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed. All staff and volunteers should feel able to raise concerns and know they will be taken seriously by the Senior Leadership Team.

If the concern is about the Headteacher, they should be raised with the Chair of Governors.

If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk

12. SITE SECURITY

- 12.1. All staff members have a responsibility to ensure our buildings and grounds are safe; this includes ensuring the safety of any visitors to the school.
- 12.2. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

13. QUALITY ASSURANCE

- 13.1. We will ensure that systems are in place to monitor the implementation of, and compliance with, this policy and accompanying procedures.
- 13.2. The school's senior leadership and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

14. POLICY REVIEW

- 14.1. This policy will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
- 14.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.
- 14.3. Additional updates to the safeguarding policy and appendix will take place when needed.

APPENDIX A:

The role of the Designated Safeguarding Lead

Managing referrals:

- Refer cases to MASH and the Police, where appropriate, in a timely manner avoiding any delay that could place the child at increased risk
- Refer to the Oxfordshire Threshold of needs to assist with decision making - <https://www.oscp.org.uk/wp-content/uploads/2024/04/Threshold-of-needs.pdf>
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding, including contextual safeguarding.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass'. Guiding principles of the scheme are here: [Home: Operation Encompass](#). An annual information letter must be sent to parents.
- To ensure that the Local Authority are notified if children are persistently absent or missing education. [Children missing education - GOV.UK](#)

Record keeping:

- Keep detailed, accurate, secure records of all safeguarding and welfare concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as children's social care or the Prevent program etc.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- Schools should have at least two emergency contacts for every child.
- When a child leaves our school, we will contact the Designated Safeguarding Lead at the new school or college and will ensure that the safeguarding file is forwarded to the receiving setting within 5 school days and retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving setting and/or evidence of recorded delivery.

Multi-agency working and information sharing:

- The DSL recognises and is committed to their responsibility to work with other professionals and agencies in line with statutory guidance.
- Our School is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other Early Help multi-agency meetings.

Raising awareness:

The designated safeguarding lead should:

- Ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, and that training is regularly updated and at least annually.
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

Training Knowledge and skills:

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training.

Quality assurance:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding files (at a minimum once a year).
- Complete the 175/157 annual safeguarding report and submit to the Local Authority.
- Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and relevant data about vulnerable children.

Support for staff:

- The school will have a framework for providing an opportunity for staff who are working directly with vulnerable children to talk through and reflect on their involvement with the child's case.

APPENDIX B:

Safeguarding Definitions

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSiE applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.
- **Early 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 early help is more effective in promoting the welfare of children rather than reacting later. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.
- **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.
- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development; his health or development shall be compared with that which could reasonably be expected of a similar child.'
- **Vulnerable children:** Any child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently absent from education, missing/goes missing from home, or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

<https://www.oscp.org.uk/practitioners/locality-and-community-support-service-early-help/>

CATEGORIES OF ABUSE:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include:
 - not giving the child opportunities to express their views
 - deliberately silencing them or 'making fun' of what they say or how they communicate

It may feature:

- age or developmentally inappropriate expectations being imposed on children
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to feel frightened or in danger or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:
 - provide adequate food, clothing and shelter, including exclusion from home or abandonment
 - protect a child from physical and emotional harm or danger
 - ensure adequate supervision, including the use of inadequate care givers
 - ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSiE 2025).

APPENDIX C:

Appendix C contains important additional information about specific forms of abuse and safeguarding issues for our staff awareness and is in line with Keeping children Safe in Education.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be treated as exploitation. As well as being physical, it can be facilitated and/or take place online.

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge

(e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can children who have older boyfriends or girlfriends and children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

A full list of indicators can be found here: [Child Sexual Exploitation - Oxfordshire Safeguarding Children Partnership](#)

County Lines

Is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines.' They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 - year olds](#).

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [Child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Who Are Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent for prolonged periods or missing from education in their area.

Children who have unexplainable and/or persistent absences from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. School staff should follow the school's procedures for dealing with children who are persistently absent and children missing education to identify such abuse as early as possible

and, in the case of absent pupils, this helps prevent the risk of them becoming a child absent from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and have a social worker (such as a child who is a child in need, who has a child protection plan or is a child we care for), where being absent from education may increase known safeguarding risks within the family or in the community. See 'working together to improve school attendance' for further statutory guidance: [Working together to improve school attendance - GOV.UK](#)

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Online Safety, Remote Learning, Cybercrime and Filtering & Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate.

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. Some of this content may be produced using generative AI.
- **contact:** being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If you feel pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The school has an Online Safety policy, which covers the use of mobile phones, cameras and other digital recording devices e.g. iPads. Pupils at NCS are not allowed access to their mobile phones while on the school site. On trips, mobile phones may be used for their camera and audio-listening functions, but they may not contain SIM cards nor access any

WiFi. For online safety, within the policy there is support about children who may break these rules and access the internet whilst they're at school, or on trips, using data on their phones. This considers that many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G networks. This access means some children, whilst at school, may sexually harass, bully and control others via their mobile and smart technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content. This has been carefully considered within the school's ICT Policy, including the management of devices, filtering and monitoring and access to smart technology. The policy also reinforces the importance of online safety, including making parents aware of what the school asks children to do online (e.g. sites they need to visit or who they'll be interacting with online).

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. Guidance to support schools and colleges understand how to help keep pupils, students and staff safe whilst learning remotely can be found at <https://www.gov.uk/guidance/safeguarding-and-remote-education> and <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

Cybercrime

The school is aware that children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

Additional advice can be found at: [Cyber Choices](#), [When to call the Police](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Filtering and monitoring

Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, governing bodies and proprietors ensure their school has appropriate filters and monitoring systems in place and that there is regular review of their effectiveness.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors also consider the age range of their pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education's [Meeting digital and technology standards in schools and colleges - Filtering and monitoring](#)

standards for schools and colleges - Guidance - GOV.UK set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs
- schools can use the department's Plan technology for your school - GOV.UK to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard. Additional guidance on "appropriate" filtering and monitoring can be found at:

- UK Safer Internet Centre: <https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/appropriate-filtering-and-monitoring>. The UK Safer Internet Centre produced a series of webinars for teachers on behalf of the Department. These webinars were designed to inform and support schools with their filtering and monitoring responsibilities and can be assessed at <https://saferinternet.org.uk/blog/filtering-and-monitoring-webinars-available>.
- Southwest Grid for Learning (<https://swgfl.org.uk/>) has created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).
- Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.
- The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Domestic abuse

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting, emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm.

Mental Health:

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, it can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

The department has published advice and guidance [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/preventing-bullying) and [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience amongst young people including its guidance [Promoting children and young people's emotional health and wellbeing](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing). Its resources include social media, forming positive relationships, smoking and alcohol. See [Every Mind Matters](https://www.gov.uk/government/publications/every-mind-matters) for links to all materials and lesson plans.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims)

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs).

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#).

The **Prevent** guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance are available on the OSCP website: [Radicalisation - Oxfordshire Safeguarding Children Partnership](#)

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel

School staff should 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. An individual's engagement with the programme is entirely voluntary at all stages and an individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should 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 or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#)

Sexual Harassment, Violence, Harmful Sexual Behaviours

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence is rape, assault by penetration, sexual assault, causing someone to engage in sexual activity without consent (when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003).

Sexual Harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful Sexual Behaviours exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Schools and colleges should be aware of the importance of

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of

growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it

- recognising, acknowledging and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Our school will follow Part 5 of Keeping Children Safe in Education 2025 when responding to all signs, reports and concerns of child-on-child sexual violence and sexual harassment.

So-called ‘honour’– based abuse (including female genital mutilation and forced marriage)

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Female genital mutilation: resource pack - [GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Mandatory Reporting Duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should

still consider and discuss any such case with the school's designated safeguarding lead and involve the Integrated Front Door as appropriate.

Forced Marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

APPENDIX D:

Concerns and Allegations about Staff including Supply staff, Volunteers and Contractors

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within one working day. 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.

This includes all cases that meet the harm threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children and is known as transferable risk.

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harm threshold – referred to as 'low level concerns'

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion, complaint or disclosure made

by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

Low Level Concerns - Creating a culture in which all concerns about adults, including allegations that do not meet the harm threshold, are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

The school has a low-level concerns policy to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour as set out in the staff code of conduct, and the school's other policies, are lived, monitored and reinforced constantly by all staff.

NCS staff are told clearly about appropriate behaviour, through the school's code of conduct, safeguarding policy, and all related policies. With this knowledge, they are able to distinguish appropriate behaviour from inappropriate, problematic or concerning behaviour. They are therefore empowered to share any low-level safeguarding concerns, addressing unprofessional behaviour and supporting the individual to correct it at an early stage.

A low-level concern is any concern - no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

Such concerns will be handled and responded to sensitively and proportionately. They will be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and so that any weaknesses in the school's safeguarding system can be identified or whether wider cultural issues in the school have enabled the behaviour to occur, or whether there are policies that need to be revised. At NCS these are recorded by the Headmaster and stored confidentially in the 'low-level concerns file'. The Headmaster may share certain low-level concerns with the DSL when appropriate.

Low-level concerns should be reported in the first instance to the Headmaster. There is an easily accessible pro-forma on staffshare for written concerns; the Headmaster is able to provide blank paper copies for staff members as well.

Colleagues should feel confident to self-refer, for example if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe that they have behaved in such a way that they consider falls below expected professional standards.

If the concern has been raised via a third party, the Headmaster will collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously), to the individual involved, and any witnesses. This information helps to categorise the type of behaviour and determine what further action may need to be taken. This information is recorded in writing along with the rationale for decisions and action taken.

If the concern is about the Headmaster it should be reported to the Chair of Governors. The Local Authority Designated Officer team are also contactable by phone on 01865 810603 or by email at lado.safeguardingchildren@oxfordshire.gov.uk

If the threshold for forwarding to the LADO is met, an Allegation and Consultation Referral Form must be completed by the Headmaster in full and forwarded to the LADO via email within 24 hours of the concern being raised.

If there is any doubt as to whether the information which has been shared as low-level concern in fact meets the harm threshold, the LADO will be consulted.

When it comes to references, the school will only include substantiated safeguarding concerns/ allegations (including a group of low-level concerns about the same individual) that meet the harm threshold. Low-level concerns will not be included in references unless they related to issues which would normally be included in a reference, for example misconduct or poor performance.

A low-level concern that relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference.

Pre-Appointment Checks and Safer Recruitment

This policy should be read in conjunction with the school's Safer Recruitment Policy, which outlines recruitment processes in detail. Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the [GOV.UK](https://www.gov.uk) website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available

- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the [GOV.UK](https://www.gov.uk) website
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and verify professional qualifications, as appropriate
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. Shortlisted candidates will be informed before online searches are carried out. Ensure that evidence of these checks has been retained

In addition:

- independent schools, including academies and free schools, must check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State
- maintained schools must check that the Governing body is not subject to a section 128 direction made by the Secretary of the State
- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012
- all schools and colleges providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

Single Central Record

Schools and colleges must keep a single central record. The single central record must cover the following people:

- for schools, all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day
- for colleges, details of staff, including agency and supply staff providing education to children under the age of 18, and
- for independent schools, all members of the proprietor body. In the case of academies and free schools, this means the members and trustees of the academy trust.

The minimum information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is set out below. For agency and third-party supply staff,

schools and colleges must include whether written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- an identity check, (identification checking guidelines can be found on the GOV.UK website)
- a standalone children's barred list check 90
- an enhanced DBS check (with children's barred list check) requested/certificate provided
- a prohibition from teaching check
- further checks on people who have lived or worked outside the UK
- a check of professional qualifications, where required,
- a check to establish the person's right to work in the United Kingdom.

In addition:

- colleges must record whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18
- independent schools (including academies and free schools) must record details of the section 128 checks undertaken for those in management positions.

The details of an individual should be removed from the single central record once they no longer work at the school or college.

Our school follows Part 3 of Keeping Children Safe in Education 2025 and this should be read in conjunction with the Safer Recruitment policy.

Safeguarding Choristers

While New College Choristers, as pupils of New College School, come under the umbrella of the whole-school safeguarding policies, there are issues and arrangements specific to the chorister experience which require additional attention. The safeguarding of choristers is the responsibility of everyone working in and around New College School, Choir and Chapel: the Headmaster, NCS Governors, Chorister Tutors, Organist, Assistant Organist, Organ Scholars, Lay Clerks, Academic Clerks, Chaplain, Assistant Chaplain, Verger, Choir and Chapel Administrators, and anyone whatsoever who has the opportunity for contact with the choristers, or observes them. There should never be the assumption that 'someone else will do it'.

The Headmaster of NCS and Organist meet formally once a week during school term to discuss the wellbeing and safeguarding of choristers, including going through issues concerning each chorister individually, and monitoring the choristers' workload to make appropriate adjustments; they also liaise much more frequently informally.

Pre-Appointment Safeguarding (DBS) Checks and Risk Assessments

All of those who fall into 'Regulated Activity' (see below) in the Choir and/or Chapel must have the usual safeguarding pre-appointment checks before they begin their work with opportunity for access to the choristers. It is the responsibility of the Choir Administrator and the Chaplain (sometimes deputised to the Chapel Administrator for chapel appointments and roles) to inform the NCS Office of proposed appointments, so pre-appointment safeguarding checks can be made in good time. The details of these checks are stored on the NCS Single Central Register, which is overseen by the NCS Office, the Headmaster, the NCS Safeguarding Governor and an additional 'back-stop' member of the SLT.

There may be some individuals (e.g. deps, dep vergers and the like) whose work does not constitute 'Regulated Activity', but it may become 'Regulated Activity' if the frequency of their presence in the Choir/Chapel increases.

'Regulated Activity' is work that a barred person must not do. In relation to children this comprises regular (see below) work in schools with opportunity for contact with children. (Not work by supervised volunteers.)

'Regular' includes 'frequent' and these are defined together as: once a week or more often; or on 4 or more days in a 30-day period; or overnight (between 2am and 6am).

When a Choir dep is required, the clerk who requires the dep must inform the Choir Administrator in good time of the name of the dep who is deputising. Again, safeguarding is everyone's responsibility and if a clerk arranges for a dep who has not been risk assessed, or who has not had the requisite safeguarding checks, they are putting the safety and wellbeing of the choristers at risk. Once informed by a clerk of a proposed dep, the Choir Administrator then carries out a risk assessment which is communicated to the NCS Headmaster/Office so there is oversight to ensure that a dep without full safeguarding checks does not fall into 'Regulated Activity'. This risk assessment is stored in the NCS Office so there is oversight of the frequency of a dep's presence with opportunity for access to children. A core list of deps

who have undergone full pre-appointment checks is available and these deps can be used without these restrictions, and without the need for there to be a separate risk assessment. The same situation pertains to deputising vergers. The verger who is being deputised should inform the Chaplain/Chapel Administrator and they should inform the NCS Headmaster/Office, with a risk assessment completed to ensure that the dep verger does not fall into 'Regulated Activity'.

Supervision During Services in New College

Supervision is carried out benignly by all members of Choir and School staff present, but the most direct supervision during services is by the Headmaster or Chorister Tutor on duty. They sit in close proximity to the choristers and Organist for easy and timely communication should there be a concern about a chorister's welfare. The Organist, Assistant Organist, Organ Scholars, Chorister Tutors and Headmaster have First Aid training. The member of staff on duty may also be assisted by the verger on duty. It is best practice not to be alone with a lone chorister, so once the initial emergency has been seen to (usually a medical one), the adult on duty should either ensure there is a second adult present in the Song Room or vestry, or take the chorister to the more public area of the antechapel where they can sit at the side while the adult on duty can keep a benign eye on the rest of the choristers during the service. There is a unicameral toilet available directly opposite the Antechapel door, should the chorister need to use the facilities.

The Role of the Chorister Tutors

The Chorister Tutor role has two primary functions:

Pastoral– the CTs keep a close eye on the wellbeing and safeguarding of all the choristers, being the first port of call for any issues to do with that wellbeing. They work to ensure that there is harmony among the choristers, that their concerns (and those of their parents) are listened to and acted upon. They also act as the choristers' voice with other colleagues, for example to flag up any issues of concern or times when the choristers' workload may have an effect on their performance in other parts of the school.

Logistical– the CTs ensure that the choristers are in the right place at the right time, with the right kit. This entails tight timings to ensure that rehearsals begin and end promptly and choristers get their requisite rest/play time. This applies in school and also on tour and during extra rehearsals and concerts. CTs should keep a close eye on the schedule sent out by the choir administrator (available on the TeamUp choir calendar), which includes concerts and other events that are in addition to the weekly routine. The schedule is often amended slightly during the term, so it is important to put any updates promptly in CTs' diaries. Any significant changes to the schedule in TeamUp are also communicated to parents and CTs via Parentmail.

Receiving boys at lunchtimes/after evensong

The CT should be present when the choristers return from College and appear at the NCS gate. The colleague (the Organist, Assistant Organist or Organ Scholar) who has walked them over from College should make visual contact with CT to ensure effective handover as the

boys must be supervised from the gate to the NCS chorister room. The CT should lead choristers from the front of the school to the chorister room. They must also be supervised going in/out of the chorister room to avoid clashes. At lunchtimes, the CT supervises as the boys line up ready for lunch.

After evensong, the same handover applies, but note that parents will be gathering in the playground. In cold weather they may well wish to gather in the library, which should be open for them – this is also a good time to touch base with chorister parents and generally to make social contact to ensure all is going well. After making sure the 1903 door is open, once the boys have returned the CT accompanies the choristers in the school building to ensure they are all safe, before heading out to 'hand over' the choristers to parents and to sign them out. Also please keep a close eye on boys and cars at this point. The chorister parents are good at driving safely on NCS premises, but there tend to be boys running around as they drive (slowly) away. Please note that there is a separate risk assessment for parking on NCS premises, and all NCS colleagues must be conversant with this RA.

Weekend Rehearsals and Services: Drop-offs and Pick-ups

For weekend commitments, choristers are dropped off by their parents/carers at NCS, from where they are collected by Choir staff and walked, supervised by two adults, to College. Parents are told to aim for the drop-off time as precisely as they can, and to stay with their sons until they see that a member of Choir or School staff is present and has taken over supervision responsibilities. Other parents do not count as members of staff, and cannot act as supervisors for other choristers, and parents are informed of this. At the end of their commitments in College on weekends, the boys are picked up from the Song Room door, overseen by a member of Choir or School staff: usually the Headmaster, Organist or a Chorister Tutor.

The 'Crisis Kit'

This is a red rucksack that ordinarily lives in the Song Room in New College. It has in it a full first aid kit and other medical necessities (sick bags etc) as well as other emergency materials. This kit must also be with the boys wherever they go when not in College but on a choir event, e.g. domestic concerts, tours. This includes all moments on tours like breakfast/lunch/dinner/excursions. The kit should be updated regularly, with the first aid kit checked in liaison with Jemma Kilkenny in the office.

Rest breaks in College

When in the hall, the boys should use the facilities at the bottom of the internal hall stairs (on the way down to the kitchens). They go in small groups with both senior and junior boys present (these are allocated at the start of each year). The boys should be reminded to hold the handrail as they go and not to run. Generally the groups go with short delays. The CT should keep an eye on comings and goings between hall and restrooms.

For other events in College, the Long Room toilets are usually used. The CT or other member of staff on duty stands outside these, in the outside courtyard, counting the boys in and out. These are the College's public toilets so extra vigilance must be taken. There is a further

unicameral toilet for Choir use only which is directly opposite the door to the Antechapel and is accessible via a fob; all members of staff supervising the choristers should ensure that their fob/university card is programmed to allow access to this. The organists supervise a further rest break between rehearsal and service; occasional help from the Headmaster or CTs with this duty may be required, e.g. in the absence of one or more of the organists.

Special Dinners in New College

These events are for alumni of New College to return for evensong and dinner. The precise timings vary according to each event, but they can include an evensong followed by a short rehearsal, the choristers singing grace, supper in the undercroft, then rest and entertainment (e.g. a film) in one of the College function rooms – or singing at the start of the meal and then going straight home. Mobile phones are used on the night to enable the Organist to keep contact with CTs so there is clarity with regard to timings and the boys' welfare. As with all events, parents should be contacted if the finish/pickup time is likely to be notably beyond that advertised, though there is a cut-off time after which the choristers should not be expected to sing.

Tours and concerts

CTs are responsible for the pastoral wellbeing, safeguarding and logistical concerns of choristers when they are away from NC/NCS. This includes ensuring safety during travel (e.g. ensuring seatbelts worn), wellbeing during that travel (e.g. ensuring travel sickness tablets taken in advance), and making sure that the boys are in the right place at the right time, wearing the right things and carrying the right music. They have responsibility for carrying and administering any medication for the choristers, once they have written permission from the chorister parent, specifying dosage and timing of said medication.

There are well-established routines for hotel stays. The boys must stay in pairs (at a minimum), with all rooms and rooms of chaperones on the same hotel floor. The chaperones' rooms must have a post-it note on their doors notifying the boys where the chaperones are present and it is often a good idea to place post-its on the boys' doors (with initials rather than full names) making clear to the chaperones where each of the boys is. When the boys are in their rooms, they must not leave those rooms unless they have been told to, or in an emergency. They must place a shoe in their door to enable easy communication while still ensuring the boys' privacy. While those shoes are in the door, the CTs must be present in the corridor. The CTs stay in the corridor once the boys have gone to bed until the boys are asleep, at which point the doors are closed. CTs must be available in an emergency during the night and, if a chorister does need assistance, for the CT's protection it is recommended that another adult is woken so there are two adults present to help deal with the issue. In the very unlikely event that a chorister needs to be taken to the hospital for medical attention, they should be accompanied by two members of staff out of the Chorister Tutors, Headmaster, Organist, Assistant Organist, and Organ Scholars. At least one of these should be from the school. The remainder of the choristers should be supervised by at least two members of the staff who remain. Frequent contact should be kept between the staff in the different locations.

There may be occasions when choristers dine in locations where members of the public are present: either when 'at home' in New College or on tour. On all occasions, the choristers are directly supervised by at least two members of School or Choir staff. There is no need for any interaction between choristers and members of the public, beyond brief pleasantries (for example after a concert when often members of the public wish to congratulate the choristers). Again, any such interactions are supervised.

There are rest periods built in to the concert days to ensure the boys are prepared for their evening concert. It is vital that the boys rest during these periods and CTs should treat those periods as if the boys are going to bed at night (lights out, curtains drawn etc.). On tours the CTs are responsible for keeping an eye on the boys' healthy nutrition. During concerts, the CTs sit in allocated seats close to the boys and they are present to assist the boys should they be taken ill during a concert. After the concert, the CTs coordinate the boys' packing away of cassocks, ruffs, music etc. and returning to transport/hotel in a safe and timely fashion.

While we enjoy pleasant and convivial relations between all members of the choir, CTs should keep an eye out for inappropriate interactions between the adults in the choir and the choristers. Polite conversation is fine, but CTs should ensure that the boys do not 'attach' themselves to any members of the back row, nor that any adult members pursue a 'friendship' with any of the boys. On tours, especially, aside from some travel (e.g. flights, bus journeys) the boys and the adults of the choir remain distinct constituencies. This is also covered in the Choir's memorandum for Clerks, and must be followed punctiliously. If CTs have any concerns whatsoever, the usual child protection avenues outlined in this policy must be followed.

Musical Excellence and Child Welfare

Staff involved in the Choir of New College and at New College School recognise that there can be a tension between musical excellence and child welfare. The Headmaster and Organist meet formally each week to discuss the choir's schedule, in the context of the children's other school commitments. Each chorister is discussed individually to ensure that there is consistency and awareness across both school and choir. When appropriate, especially during busy times of the year, mitigations are put in place to help support the children's workload. Reasonable adjustments are also put in place for individuals who would qualify and benefit from those adjustments or extra areas of support. There is a standing item in the school's weekly staff meetings, during which the chorister tutors keep all school staff abreast of issues pertaining to choristers, notably any pastoral issues or particular periods of increased activity in the choir context. This information is then circulated to all NCS staff via the meeting's minutes.

During rehearsals and services/performances, the children are well supported with an appropriate extra adult in attendance who can, at little to no notice, attend to a chorister who has a medical issue or is in distress. Choristers are aware of when it is appropriate to leave a rehearsal, service or performance, and they are familiar with the adults who will be

looking after them in an emergency (usually a chorister tutor, the Headmaster, the Assistant Organist, Organist or an Organ Scholar).

Contemporary behaviour management strategies are promoted in the choir and school context, with relevant personnel (especially those at the beginning of their careers) attending training courses and/or liaising with the Headmaster and NCS staff about effective positive discipline.

Chorister feedback is sought through semi-formal 'check-ins' with the chorister tutors, alongside day-to-day informal interactions with the relevant members of staff. The following questions/issues are covered:

Generally:

1. What do you think are the positives and enjoyable aspects of being a New College chorister?
2. How could your experience of being a New College chorister be made even better?
3. Who would you speak to if you had any concerns or worries related to your life as a chorister?
4. Are your teachers understanding about the demands of being a chorister when it comes to your work in school (for example, are they understanding if you are unable to complete preps)?
5. Do you have any comments or observations you would like to make about the balance between your schoolwork and your life as a chorister?
6. Do the choristers in other year groups (especially those older than you) help and support you?

When in New College:

1. Who do you think is in charge of your safety and wellbeing when you are in New College?
2. When you are in New College, which adults could you speak to if you had any worries or concerns?
3. Do you feel safe and well looked-after when you are rehearsing and performing in New College Chapel (including the Song Room)?
4. Do you feel safe and well looked-after when you are in New College but not rehearsing and performing (for example, during mealtimes or rest/recreation periods)?
5. Do you feel safe and well looked-after at special evening events that are not services or concerts in the Chapel (for example, when singing at dinners in the hall)?
6. What would you do if you became injured or unwell during a service or other performance in New College and who do you think would look after you?
7. In which circumstances do you think it would be ok for the choir to stop singing and to leave the chapel?
8. What would you do if there was an emergency (for example, if the fire alarm went off) in chapel?

When away from New College (for example, when on tour internationally, or performing in the UK but at other venues):

1. Who do you think is in charge of your safety and wellbeing when you are away from NCS and New College (for example, when you are on tour)?
2. When you are on tour or at a concert away from New College, which adults could you speak to if you had any worries or concerns?
3. Do you feel safe and well looked-after when you are travelling for concerts or tours (for example, in airports, on planes, on buses)?
4. Do you feel safe and well looked-after when you are rehearsing and performing in venues away from New College?
5. Do you feel safe and well looked-after when you are staying overnight in hotels or the equivalent when on tour?
6. Do you feel safe and well looked-after during rest/recreation periods when on tour?
7. What would you do if you became injured or unwell during a service or other performance on tour and who do you think would look after you?
8. What would you do if there was an emergency (for example, if the fire alarm went off) at a venue when you were on tour?

Is there anything else you would like to say, or that you would like us to know?

Alcohol

The consumption of alcohol by any pupil at NCS is strictly forbidden. There may be events in New College School or in New College at which NCS pupils are present and where alcohol is being served. To ensure that NCS pupils are properly safeguarded at these events:

- No alcohol must be left out without the oversight of a member of NCS or New College staff. If alcohol is laid out prior to an event, it must be kept in a locked container
- No NCS pupil is to be left unsupervised at any event where alcohol may be present
- No alcohol may be consumed by NCS employees during the school day (taken to mean the formal teaching school day; they may consume alcohol at special events after the end of the formal teaching day)
- While NCS and NC employees (including those employed by New College Choir) may consume alcohol at an appropriate level at social events after the end of the school day, they must drink reasonably ('family style') and must not become intoxicated. They must remain aware that there are children present and adults employed by NCS/NC Choir are figures of authority and trust towards whom children look for an example.
- There must always be at least one member of staff present who is not drinking alcohol
- Especial care must be taken regarding appropriate behaviour and language during these events; alcohol must never be consumed to the point when there may be concerns about this behaviour and language

- Any concerns must be directed immediately to the most senior NCS/NC employee present (usually the Headmaster, a Deputy Head, or the Organist of New College). They must also then be followed up with the Headmaster as a low-level (or more serious, when appropriate) concern
- (The choristers of New College Choir very occasionally sing at events in New College dining hall where alcohol is served. In these instances, the children sing on a gallery separate and a significant distance from those dining with alcohol)

NOTE THAT THERE ARE SPECIFIC SECTIONS OF THE SCHOOL'S 'TERRORISM PROTECTION OF PREMISES EMERGENCY PROCEDURES' WHICH RELATE TO THE CHORISTERS AND SETTINGS OUTSIDE SCHOOL. THIS POLICY AND RISK ASSESSMENT IS AVAILABLE ON STAFFSHARE/RISK ASSESSMENTS/RISK ASSESSMENTS – IN SCHOOL AND COLLEGE/TERRORISM PROTECTION OF PREMISES EMERGENCY PROCEDURES.

Defining New College Choir and Chapel Personnel Who are in Regulated Activity

'Regulated Activity' is work that a barred person must not do. In relation to children this comprises regular work in schools with opportunity for contact with children. (Not work by supervised volunteers.) 'Regular' includes 'frequent' and these are defined together as: once a week or more often; or on 4 or more days in a 30-day period; or overnight (between 2am and 6am).

NEW COLLEGE CHAPEL PERSONNEL

IN REGULATED ACTIVITY

Must have pre-appointment safeguarding checks

Must have safeguarding training at start of appointment + annual refresher

Must read (and sign to confirm they have read) the NCS safeguarding policy at the start of each academic year

Chaplain

Assistant Chaplain

Chapel administrator

Verger

Assistant Verger

Dep Vergers

Chapel Graduate Scholar

Ordinands on Placement

NOT IN REGULATED ACTIVITY

Must have easy access to NCS safeguarding policy and contacts, including what to do if a safeguarding disclosure is made to them

Volunteer servers (always supervised)

NEW COLLEGE CHOIR PERSONNEL

IN REGULATED ACTIVITY

Must have pre-appointment safeguarding checks

Must have safeguarding training at start of appointment + annual refresher

Must read (and sign to confirm they have read) the NCS safeguarding policy at the start of each academic year

Organist

Assistant Organist

Organ Scholars

Academical Clerks

Choir administrator

Lay Clerks

Singing Teacher

Wardrobe Manager

Dep Clerks (if conforms to definition above re: regularity/frequency of work)

NOT IN REGULATED ACTIVITY

Must have easy access to NCS safeguarding policy and contacts, including what to do if a safeguarding disclosure is made to them

Dep Clerks (if does not conform to definition above re: regularity/frequency of work and always supervised and risk assessed)

Safeguarding Pupils in 1:1 Settings (e.g. in Music Lessons)

To ensure the wellbeing of pupils, the music department:

- publishes the dates, times, and locations of all 1:1 music lessons at least one week in advance; parents and staff have access to this information via SchoolBase, and pupils can view the timetables posted in their form rooms;
- ensures that all teaching spaces are safe, clean, and visible; and
- ensure that all VMTs are familiar with safeguarding practices in the school.

In addition, Visiting Music Teachers (VMTs) are required to adhere to the following guidelines at all times:

- to follow and enact all sector-wide and school-wide safeguarding policies and practices
- register any concerns about a pupil with the DSL at the earliest opportunity
- ensure changes to the timetable are recorded on the online registers and logged with the Assistant Director of Music
- when teaching the music practice rooms, ensure no coats, bags, or other objects obscure the view through the glass doors
- in all teaching rooms, the pupil should be placed nearest the door at all times
- physical contact between teachers and pupils should be the exception, not the rule.

Physical contact is sometimes necessary to demonstrate or help the pupil develop their technique and gain a greater understanding of the topic under discussion. The VMT should always check with the pupil in each instance that they are happy to make physical contact. When a pupil gives permission for one such contact, it should not be assumed that they will consent again; permission is not 'rolling', but should be sought each time anew. VMTs should consider if there are other ways to demonstrate the point under discussion, or any ways in which physical contact can be limited (for example: raising a pupil's wrist position at the piano by gently employing the soft end of a pencil, rather than picking up the child's hand). Any contact should be gentle, momentary, and limited specifically to the purposes at hand. Any concerns should be registered with the DSL at the earliest opportunity.