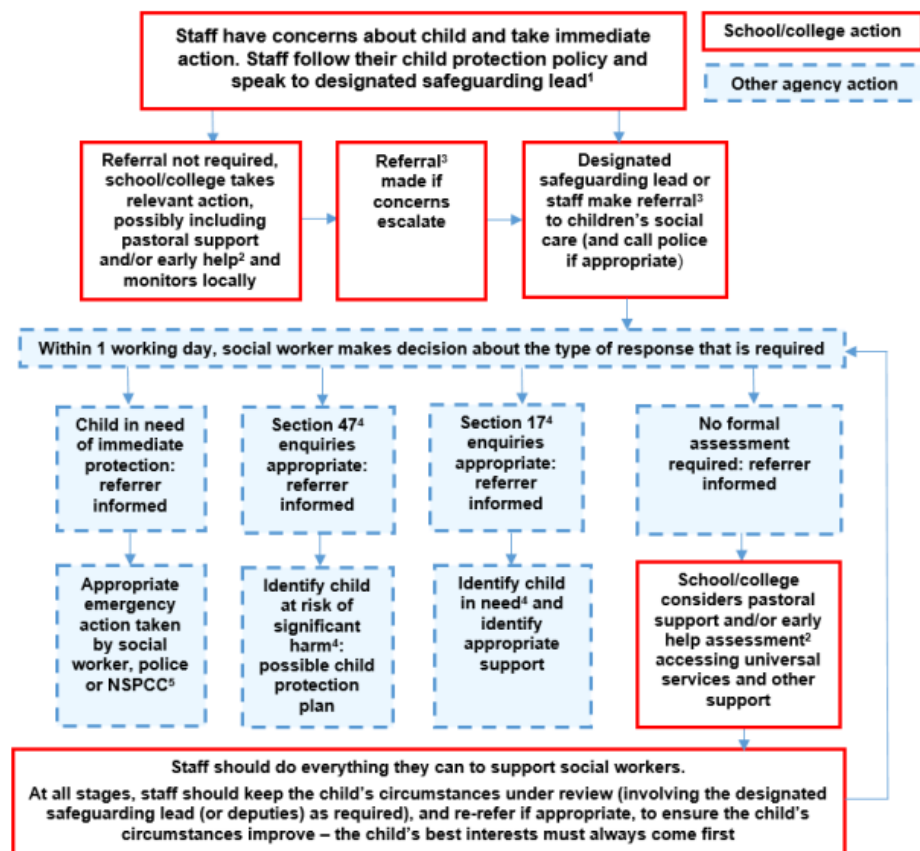


What to do if you are worried a child is being abused or neglected...



Actions where there are concerns about a child



SAFEGUARDING CHILDREN PROCEDURES

All adults who come into contact with children have a duty of care to safeguard and promote their welfare.

SEPTEMBER 2025

An information leaflet for contractors, volunteers and visitors to the school.

St Peter's CE Primary School follows the children protection procedures set out by the Oxfordshire Children's Safeguarding Board:

<https://www.oscb.org.uk/>

We take into account guidance issued by the Department of Education in ***"Keeping Children Safe in Education" (Sept 2025).***

If you have any queries regarding the information contained in this leaflet, or require further clarification of any points, please do not hesitate to contact the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead:



JON JEFFRIES
DSL



MICHELLE GLASS
Deputy DSL

Aim of this leaflet

To ensure that all contractors, volunteers, visitors are aware of and undertake their responsibility to promote equal opportunities, tackle bullying and help safeguard students.

Unlocking....

Minds that learn, Hearts that love, Faith that gives

SAFEGUARDING CHILDREN PROCEDURES

Children and Young people have a fundamental right to be protected from harm. Families have a right to expect schools to provide a safe and secure environment. All schools have a legal duty to work with other agencies, for example social services and the police, to safeguard children's welfare.

At Eynsham Partnership Academy we believe that all young people have a right to develop and mature safely, without fear of abuse or bullying.

Guidelines for all contractors, volunteers and visitors

As a visitor to our academy, or someone who has come to work with our students in any other capacity, it is important that you are aware of our safeguarding and Child Protection procedures.

- ▶ Our Designated Safeguarding Lead at St Peter's CE Primary School is Jon Jeffries. The Deputy is Rob Miles. If you cannot locate these people, you should refer any concerns to any other member of staff via reception.
- ▶ If there is any reason to suspect that a student has suffered abuse, bullying or discrimination, or is likely to suffer significant harm, you must inform the DSL as above immediately.

How to assure that my behaviour is always appropriate

Appropriate relationships with children should be based on mutual trust and respect. As a volunteer or visitor you may well be working closely with children, sometimes on a one to one basis.

- ▶ If you are working with a pupil on his/her own, always ensure that the door is left open or that you can be visible to others.
- ▶ Do not photograph pupils, unless requested by the teacher, exchange emails or text messages, or give out your own personal details.
- ▶ Please sign in and out of the school on each visit and wear a visitors badge visibly at all times.

Disclosure of abuse by a child

If a student 'discloses' information about significant harm you should:

- ▶ Listen and ask the minimum questions necessary.
- ▶ Tell the student that you need to inform someone else. Absolute confidentiality is impossible in these circumstances and you should never agree to keep a promise of secrecy.
- ▶ Make accurate notes of exactly what was said by the student and pass these to the DSL immediately. (You can use our school's recording form to do so available from reception).
- ▶ Do not question the student; try to limit your involvement to listening.

What is Discrimination?

Discrimination occurs when people receive less favourable treatment on any grounds which cannot be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, disability, responsibility for other dependants, social class or where the person lives.

What is Bullying?

Bullying is a wilful, conscious attack on the self-esteem of the person or individual student. It can include teasing, name-calling, jibes, silence/exclusion for the social circle, emphasising differences, threatening behaviour, racial/sexual harassments, extortion and physical attack. Bullying may vary in its severity, frequency and in the numbers of people involved.

What is Abuse?

Child abuse is a form of physical, emotional or sexual mistreatment or lack of care that leads to harm or injury. It commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to any child regardless of their age, gender, race or ability.

There are four categories of abuse: physical abuse, sexual abuse, emotional abuse and neglect. Child sexual exploitation (CSE), radicalisation and female genital mutilation (FGM) are also types of abuse which we have a duty to safeguard against.

Possible signs of abuse

<p>Signs of physical abuse:</p> <ul style="list-style-type: none"> ▶ Children with frequent injuries ▶ Children with unexplained or unusual fractures or broken bones ▶ Children with unexplained bruises or cuts; burns or scalds; or bite marks 	<p>Signs of emotional abuse:</p> <ul style="list-style-type: none"> ▶ Children who are excessively withdrawn, fearful or anxious about doing something wrong ▶ Parents or carers blaming their problems on their child ▶ Parents or carers who humiliate their child, eg by name-calling or making negative comments
<p>Signs of sexual abuse:</p> <ul style="list-style-type: none"> ▶ Children who display knowledge or interest in sexual acts inappropriate to their age ▶ Children who use sexual language or have sexual knowledge that you wouldn't expect them to have ▶ Children who ask others to behave sexually or play sexual games ▶ Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy 	<p>Signs of neglect</p> <ul style="list-style-type: none"> ▶ Children who are living in a home that is indisputably dirty or unsafe ▶ Children who are left hungry or dirty ▶ Children who are left without adequate clothing eg: not having a winter coat ▶ Children who are living in dangerous conditions ▶ Children who are often angry, aggressive or self-harm ▶ Children who fail to receive basic health care ▶ Parents who fail to seek medical treatment when their children are ill
<p>Signs of CSE:</p> <ul style="list-style-type: none"> ▶ Children who appear with unexplained gifts or new possessions ▶ Children who have older boyfriends or girlfriends ▶ Children who suffer from sexually transmitted infections or become pregnant ▶ Children who suffer from changes in emotional well-being ▶ Children who go missing for periods of time or regularly come home late ▶ Children who regularly miss school or education or don't take part in education 	<p>Signs of radicalisation</p> <ul style="list-style-type: none"> ▶ Recognising extremism – early indicators may include: ▶ Showing sympathy for extremist causes ▶ Glorifying violence ▶ Evidence of possessing illegal or extremist literature ▶ Advocating message similar to illegal organisations ▶ Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
<p>Signs of FGM:</p> <ul style="list-style-type: none"> ▶ The child may speak about a special ceremony/procedure that is going to take place or a special occasion to 'become a woman' ▶ Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems ▶ Difficulty walking, sitting or standing, and look uncomfortable; spend longer than normal in the bathroom or toilet ▶ May complain about pain between legs, or talk of something somebody did to them that they are not allowed to talk about 	

Some of the key safeguarding changes for 2022 include:

- New paragraph setting out that children may not feel ready or know how to tell someone they are being abused
- The guidance make it clear that domestic abuse: • can be psychological, physical, sexual, financial, or emotional • can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
- Schools should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about: • what systems they have in place to filter and monitor online use • what they are asking children to do online, including the sites they will be asked to access • who from the school or college (if anyone) their child is going to be interacting with online.

It is important to remember that it is not your responsibility to investigate safeguarding concerns, only to report them to the DSL. Please see the flowchart overleaf. Thank you for taking the time to read this leaflet.

