OCL Safeguarding and Child Protection Policy
September 2018

Last Updated: 3/09/18
Version 5.1

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
2.0	01/09/2016	Kirstie Fulthorpe Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated legislation
3.0	26/09/16	Kirstie Fulthorpe Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated legislation
4.0	06/09/2017	Philip Beaumont, Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated Appendix 5&6
5.0	8/8/2018	Philip Beaumont, Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated reflecting KCSiE 2018
5.1	3/9/18	Philip Beaumont, Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated reflecting KCSIE 2018 and formatting issues

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Barneby	Acting Director HR	01/09/2016	2.0
John Barneby	Acting Director HR	26/09/2016	3.0
John Murphy	Chief Executive Officer	06/09/2017	4.0
John Barneby	Chief Operating Officer	8/8/2018	5.0

National/Local Policy

☐ This policy must be localised by Academies

☒ This policy must not be changed, it is a National Policy (only change logo, contact details and yellow highlighted sections)

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?   ☒ Yes ☐ No

If yes, the policy status is:

☐ Consulted and Approved ☐ Consulted and Not Approved ☒ Awaiting Consultation

Distribution

This document has been distributed to:

Name	Position	Date	Version

All Oasis Academy Principals, All Academies Staff and National Staff	-	26/09/2016	3.0, 4.0
All Oasis Academy Principals, All Academies Staff and National Staff			5.0

Contents

Key Contacts for Safeguarding and Child Protection at the Academy

Principal: **Claire Taylor**
Contact email: Claire.taylor@oasismayfield.org
Telephone: 02380328128

Designated safeguarding lead: Karen Dawkins
Contact email:Karen.dawkins@oasismayfield.org
Telephone: 023 8042 6299/07909971908

Deputy designated safeguarding lead: Debbie Westerman
Contact email: Deborah.Westerman@oasismayfield.org
Telephone: 023 8032 8128 Ext 72344

Designated Looked After Children and previously looked after lead: Karen Dawkins
Contact email: Karen.dawkins@oasismayfield.org
Telephone: 023 8042 6299/07909971908

Nominated Academy Council member for safeguarding: Juno Hollyhock
Contact email: juno.hollyhock@hotmail.co.uk
Telephone: 023 8032 8128

Regional Director: Phil Humphreys
Contact email: phil.humphreys@oasismayfield.org
Telephone: 07901516827

Local Authority Designated Officer (LADO): Sue Sciver
Contact email: sue.sciver@southampton.gov.uk
Telephone: 023 80835535

Single Point of Contact for Safeguarding Children (SPOC) Karen Dawkins
Contact email: Karen.dawkins@oasismayfield.org
Telephone: 023 8042 6299/07909971908

Local Authority Safeguarding contact numbers and emails are held within the academy

Whilst MATs have an overarching child protection policy, this should ensure local procedures and protocols are reflected on.
The OCL overarching policy should meet the needs of the trust and the academy must meet the needs of the children in their community and highlight the particular types of issues that may be most important for them. For example, FGM, CSE, Domestic violence in their curriculum, procedures, staff training and community working.

It is important to remember that each academy should follow the guidance of their local safeguarding children's board and implement their systems and protocol for referring families for early help and reporting child protection concerns. The LSCB will ensure that each academy is aware of issues within the community that are relevant to them, for example, FGM, CSE, drugs crime, teenage pregnancy. DSL's should ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates as signposted by their LA or LSCB.

1. Purpose of Policy

The central purpose of Oasis is to transform communities so that they are safe and healthy places to be and to live. Oasis realises that it cannot make a commitment of this kind without first being committed to the safeguarding and safekeeping of its students.

As proprietor, Oasis Community Learning (OCL) fully recognises its responsibilities for safeguarding children. Their welfare and safety is at the heart of our vision for providing 'Excellent Education at the Heart of our Communities'. In this policy, a 'child' means all children and young people under 18 years of age.

In accordance relevant law and guidance (APPENDIX 3 and 4) this policy sets out our procedures for safeguarding and child protection. It applies to *all Oasis Community Learning staff* (central and academy-based), Academy Council members and volunteers working at the academy.

Safeguarding and promoting the welfare of children is *everyone's responsibility* who works or volunteers in OCL. Consequently, everyone who comes into contact with our children has a role to play in safeguarding and child protection. In doing so, all staff and volunteers should make sure their approach is child-centred. This means that they should consider, at all times, *what is in the best interests of the child.*

We recognise that because of the day to day contact with children, academy staff and volunteers are well placed to observe signs of harm, abuse, neglect, victimisation and/ or exploitation. The academy will therefore ensure arrangements are in place to safeguard and promote the welfare of children by:

- Maintaining an environment where all children feel secure, are encouraged to talk, and are listened to
- Ensure all children know the adults in the academy who they can approach if they have worries
- Teaching students to keep themselves safe from all forms of abuse including; child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse
- Appointing senior members of staff to fulfil the roles of designated and deputy safeguarding leads
- Providing effective, ongoing training and development for all staff
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection
- Monitoring and supporting children who are subject to child protection plans, contributing to the implementation of the plan

- Keeping meticulous, written records of concerns about children, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely
- Ensuring the suitability of all staff through safe recruitment practice
- Ensuring all Oasis academy staff and volunteers understand their responsibilities with regard to safeguarding and child protection
- Ensuring that parents and carers have an understanding of the responsibility placed on the academy and its staff for safeguarding and child protection
- Maintaining awareness of those children who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols
- Maintaining clear procedures for reporting allegations against staff members

The academy recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need early help or intervention from other organisations in order to overcome problems and keep them safe. Please see pages 26 & 27, for *Looked After Children* and/or those with *Special Educational Needs or Disabilities.*

Oasis Community Learning (OCL) recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The academy may be the only stable, secure and predictable element in the lives of children at risk. When at the academy, their behaviour may be challenging and defiant or they may be withdrawn. The academy will support all children through:

- Appropriate staff conduct, in line with the policy
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online
- Daily practice underpinned by the Oasis ethos, vision, values and '9 Habits' found in APPENDIX 8
- Consistent implementation of the Academy's anti-bullying, safe recruitment, behaviour and online safety policies and related practice
- Effective health and safety policy and practice and implementation of the Handsam monitoring and reporting system, see APPENDIX 6 'Health and safety and Site Premises'
- Close liaison with other agencies such as social services, Child and Adult Mental Health Service, the Education Welfare and Psychology Services
- Ensuring that, where a child is subject to a protection plan, their information is securely transferred to any new school immediately and that the child's social worker is informed
- Consistent and positive behaviour management, in line with Academy policy. Oasis Academies use internal and external exclusions only as a last resort for students deemed as vulnerable or at risk

2. Safeguarding Children

2.1 **Safeguarding covers a broad range and aims to achieve the following:**
- Protecting children from maltreatment
- Preventing impairment of children's health and/or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable children to have optimum life chances, so they can enter adulthood successfully

2.2 As part of meeting a child's needs the Academy:

- Recognises the importance of information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse, including the prevention of child sexual exploitation, trafficking, female genital mutilation, forced marriage and radicalisation
- Will ensure any fears about sharing information *will not be allowed* to stand in the way of protecting the safety and welfare of any child
- Will identify children who may be suffering from significant harm and make child protection referrals
- Identify children who need extra help and make appropriate referrals, including to early help service, to prevent concerns escalating

We will therefore follow the procedures set out in this policy, and in line with our Local Authority Safeguarding Children Board and the Statutory Guidance as follows:

Keeping Children Safe in Education Statutory Guidance found here:

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Multi-agency statutory guidance on female genital mutilation found here:

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Working Together to Safeguard Children Statutory Guidance found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

transitional guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722306/Working_Together-transitional_guidance.pdf

Sexual violence and sexual harassment between children in schools and colleges found here

file:///C:/Users/pbeaumont/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/W3CB8CAV/Sexual_Harassment_and_Sexual_Violence_Advice%20May18.pdf

2.3 Related policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting the medical needs, providing first aid and/or intimate care, building security, drugs and substance misuse, positive behaviour management and the use of physical intervention and restraint (reasonable force)

This document must therefore be read, used and applied alongside academy policies and guidance referred to in the OCL Safeguarding Audit, APPENDIX 6 'Polices/ Guidance/Information'.

There may be safeguarding issues that are specific to the local area or population that need to be identified in partnership with the **Local Children's Safeguarding Board (LCSB)** and or other agencies e.g. gang membership, FGM, CSE, extremism and the safeguarding of vulnerable adults. See page 2 for our LASB contact details. **All staff** will be made aware of specific issues relating to locality that could impact the safety of children at the academy. This will be achieved via staff meetings, bulletins, training and development. Academies must know and plan to address any relevant LSCB issues within their curriculum and in their staff training.

The Single Central Record (SCR) is an important part of the academy's commitment to Safeguarding and will be monitored by the National HR Team on a termly basis and by Regional Directors in their work to challenge and review the impact of leaders to sustain effective safeguarding at the academy. The SCR will be overseen and directly managed by the Principal, who is responsible for safeguarding in the academy, and the academy safeguarding leadership team.

DATA PROTECTION & SHARING SAFEGUARDING INFORMATION - GDPR

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 does not prohibit information about children being shared with specific authorities if it is for the purposes of safeguarding children and individuals at risk. Information that could be relevant to keeping a child safe should be shared so that informed decisions can be made about a child's welfare. We have a duty of care for our students and safeguarding is of upmost importance to us. GDPR does not 'trump' safeguarding. Processing safeguarding data is necessary for compliance with our legal obligation to which OCL is subject. Therefore, consent is not needed for the effective sharing of safeguarding information between an academy and relevant authorities.

3. Responsibilities

Safeguarding and promoting the welfare of children is ***everyone's responsibility***. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children. Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure they should always speak to the designated safeguarding lead or deputy – if in exceptional circumstances, the designated safeguarding lead (or deputy lead) is not available, staff should consider speaking to a member of the ALT and/or take advice form your local safeguarding children's board. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

3.1 **The Board of Trustees will determine and keep under review safeguarding policy and practice in Oasis academies.**

3.1.1 **The Chief Executive Officer,** as delegated by the Board of Trustees, is accountable for safeguarding children through Oasis Professional Governance and the Safeguarding Steering Group. The CEO reports to the Board on all Safeguarding issues.

3.1.2 **Principals** are accountable for the effective safeguarding of children in their academies.

3.1.3 **The Oasis Safeguarding Steering Group** forms a fundamental part of OCL's approach to ensuring our children have the right to protection from all types of harm and abuse and the promotion of their welfare, in line with the OCL vision.

The steering group's core purpose is to provide clear guidance so that each individual Academy can implement effective, best policy and local procedures to safeguard children. It brings together (each term) the Oasis safeguarding lead, OCL service leaders from education, human resources, estates management, representative Principals and Designated Safeguarding Leads.

It is important to realise the change in vocabulary used from September 2018 KCSiE. The distinction below is vital for clarity in all staff and MAT actions.

KCSiE says, "We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something and "should" when the advice set out should be followed unless there is good reason not to".

3.2 **All staff working (including visiting staff) must:**
- Observe and comply with the staff code of conduct
- Attend all relevant training and development provided by OCL and the academy
- Induction training, must now (KCSiE 2018) include the school's behaviour policy and the school's procedures for managing children who are missing in education, as well as the staff code of conduct, and the child protection policy
- Keeping Children Safe in Education Part 1 has to be read by all members of the staff; and for everyone working directly with children, they also need to read Annex A
- Know how to deal with a disclosure; if a pupil discloses to a member of staff that they are being abused, the staff member should refer to the flowchart and follow guidance set out in APPENDIX 1 A & B
  Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM, set out in paragraph 4
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to peer on peer abuse as outlined in Paragraph 4. Further information can be found in APPENDIX 2
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email, available on page 5
- 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 and has specific additional needs
  - has special educational needs (whether they have a statutory education, health and care plan)
  - is a young carer
  - is frequently missing/goes missing from care or home;
  - is misusing drugs or alcohol

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care"

All staff must be aware of the early help process; this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. All early help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

3.2.1 **The Academy Council will**:

- Contribute any local, contextual information that may support children's safety and welfare
- Where suitable, a Nominated Member of the Academy Council may be identified to liaise with the academy's Principal and Designated Safeguarding Lead (DSL) on Safeguarding issues as a non-statutory extra aspect of their working to inform the academy of any local contextual issues and offer any specific expertise in structures and safeguarding working.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children, including those looked after and previously looked after children, safe

3.2.2 **The Principal will**:

- Be responsible for the effective safeguarding of children in the academy and for developing a culture of safeguarding in all aspects of academy and Hub working.
- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored
- Undertake the OCL annual safeguarding audit, APPENDIX 6 and report outcomes to their RD through the academy action plan for safeguarding
- Ensure that whilst the activities of the designated safeguarding lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the designated safeguarding lead
- Meet each week with the DSL and regularly with the academy safeguarding team
- Attend advanced training with an accredited provider identified in liaison with their RD
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services
- Ensure that all staff and volunteers are trained sufficiently so they have the skills, knowledge and understanding necessary to keep children safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning
- Ensure that the KCSiE guidelines for effectively managing SEND and safeguarding are in place including the 2018 updates to this area
- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children and to ensure that this person has appropriate training
- Communicate clearly to Academy councillors, visitors, parents and students so

everyone understands the Academy's safeguarding policy and procedures

- Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision. Ensure consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy)
- Report to the Academy Council at each meeting regarding the effectiveness of safeguarding and implementation of related policy
- Bring to the attention the Regional Director safeguarding matters and report on a termly basis at the specific safeguarding governance meetings (see national calendar) and through regular C+R meetings. Any specific incidents must be reported directly to the RD as they occur.
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff
- Ensure the academy offers a safe environment through effective implementation of the Oasis health and safety policy to meet the statutory responsibilities for the safety of students and staff at the academy.

3.2.3 The Designated Safeguarding Lead is responsible for:

- Being available term time during academy hours (or the deputy DSL in their absence) for staff or volunteers to discuss *any* safeguarding concerns
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Principal appraised
- Ensuring the academy's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in APPENDIX 3 and 4
- Being aware of the latest national and local guidance and requirements and keeping the Principal and staff informed as appropriate
- Attend accredited, enhanced training, each year, as required to fulfil the role
- Ensuring that appropriate training for staff is organised according to the agreed programme with the Principal and renewed through ongoing professional development
- Ensuring families are fully aware of the academy policies and procedures and kept informed and involved
- Keeping Children Safe in Education 2018 says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place
- Ensuring that effective communication and liaison takes place between the Academy and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an academy student
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs (SEN) and disabilities
- Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child)
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the academy and meet the

needs identified in the child's personal education plan

- Dealing with allegations of abuse in accordance with local and statutory procedures
- supporting the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate if early help is appropriate
- Ensuring that adequate reporting and recording systems are in place
- Liaising with the Academy Council's Nominated Council Member for Safeguarding
- Ensuring relevant records are passed on appropriately when students transfer to other schools, or are being educated at alternative provision or off-site education
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the Academy and ensures liaison to support the welfare and safety of the child
- Undertaking the OCL annual safeguarding audit with the Principal and Deputy DSL

The Designated and Deputy Safeguarding Lead will meet regularly with the Principal and safeguarding leadership team to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and al current case work. These meetings must be evidenced by minutes and/or on CPOMS. Other key staff will be invited as appropriate.

Safeguarding matters arising will be discussed routinely at each staff and/or ALT meeting, AC meeting and each RD visit (all safeguarding issues will be flagged immediately to the RD by the principal).

4. Child Protection Procedures

4.1 **A child in immediate danger or at risk of harm** a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Please note specific Female Genital Mutilation (FGM) Mandatory Reporting Duty below.

4.2 **Allegations of Abuse -** APPENDIX 1 and 2 provide guidance about child abuse categories, potential signs of abuse and specific procedures about how to deal with a disclosure.

When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL if the DSL is off site.

The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).

The DSL will ensure that the Principal and Deputy DSL are informed of all allegations and how they are dealt with.

The DSL will deal with the allegation in accordance with locally agreed procedures and Oasis Community guidance.

The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome to ensure there is closure or continual vigilance as necessary.

The FGM Mandatory Reporting Duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires **teaching staff** to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

4.3   Allegations against Members of Staff

All allegations of abuse made against a member of staff in relation to a student **must be brought to the attention of the Principal** and Designated Lead Safeguarding **immediately**.

In the event the Principal, Lead Principal or Executive Principal is the subject of the allegation, the DSL should report to the **Regional Director immediately** to establish (as outlined in KCSIE 2016) *'the nature, content and context of the allegation'* and agree the appropriate course of action. In some cases, allegations may be so serious, they will require immediate intervention by the police and or children's social care services – see page 5 for contact details, including LADO.

In the event of the allegation being made against a member of the National Oasis Community Learning staff, the DSL is responsible for reporting it to the Regional Director.

If the allegation meets any of the following criteria, the Principal (or other lead person) must report it to the Local Authority Designated Officer the same day. See page 5 for contact details of LADO. If it is alleged that a teacher or member of staff (including a volunteer) has:

- *Behaved in a way that has harmed a child, or may have harmed a child*
- *Possibly committed a criminal offence against or related to a child or*
- *Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children*

For other allegations the Principal and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.

Where the Principal considers that a referral may be warranted under Child Protection Procedures when an allegation appears to meet the criteria, the Principal must inform the Local Authority's Designated Officer.

The Local Authority's Designated Officer must be informed of all allegations that come to the Academy's attention that meet the criteria so that he/she can consult police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care. All alleged physical injuries must be investigated by the appropriate external agencies.

4.4 Training and development of staff

OCL ensures all staff complete safeguarding and child protection training as part of their induction. The academy also has a commitment to updating training for all staff *each year*, attendance at Local Authority and inter-agency Safeguarding Board Meetings. To achieve this:

- Time will be given to enable this commitment to be met
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training every year
- All staff and volunteers new to the Academy will be given appropriate Safeguarding training as part of their induction programme to the academy. Updates will feature *regularly* in all staff and ALT meetings, as appropriate
- All academy staff and Academy Council members will undertake the training at least every two years as organised by the DSL
- Newly recruited staff will complete the online training as part of their induction and will receive academy specific training including being made aware of local risk factors for extremism
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training every year
- The DSL will attend Prevent training (WRAP) as provided by the Home Office and Local Authority
- The Principal will attend advanced training with a designated provider identified by Oasis Community Learning
- LCSB local issues where relevant should be addressed through staff training

4.5 Suitability of staff and safe recruitment practices

The academy recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff and volunteers working at the academy are suitable to do so, therefore, they do not pose any kind of risk to our students. Specific procedures are outlined in:

- Oasis Community Learning Recruitment & Selection Policy
- Safer Recruitment Specific Guidance

Appropriate members of senior leadership teams in academies and national office are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained is 'Safer Recruitment'. Online training can be obtained from the NSPCC found here;

http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/

Keeping Children Safe in Education 2018 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. However, if the volunteer is not in regulated activity, schools are not legally allowed to do a barred list check

5. Safeguarding pupils who are vulnerable to extremism; the Prevent duty

5.1 **The academy's Prevent strategy**

We follow the statutory guidance on the academy's responsibility to dispense our Prevent Duty, APPENDIX 3.

In addition, through the Oasis' ethos, values and behaviour policy, the academy provides a platform to ensure children are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The academy is aware there have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, the Academy recognises some, from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

In line with fundamental British Values and the Oasis '9 Habits' (APPENDIX 8) the Academy values inclusion, tolerance and the freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning healthy communities in which the Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions.

However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is subject to treating others with respect, understanding differences, equality, an awareness of human rights, community safety and community cohesion.

The academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Oasis academies seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

5.2 **Risk reduction**

The Principal and the Designated Safeguarding Lead will assess the level of risk within the academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the academy's profile, community and the Oasis ethos.

Risk Assessment form can be found in APPENDIX 5

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all academy staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators Academy staff look out for include:

- **Vulnerability**: identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- **Access to extremist influences**: through friendship groups, internet activity, activities broad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- **Experiences and influences**: social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel**: pattern of travel regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors**: disadvantaged background, lack of empathy and /or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other

5.3   Response

The academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX 7.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most children or young people do not become involved in

extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

5.4   **Training**

The academy will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

6. Safeguarding pupils who are vulnerable to exploitation, child sexual exploitation, forced marriage, honour based violence, female genital mutilation, or trafficking

Through the Oasis' ethos, values and behaviour for learning policy, the Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face. This includes child on child sexual exploitation. Reference to the changes to KCSiE September 2018 on child on child sexual exploitation must be identified and acted on by the academy. These changes are:

- New Part 5 providing guidance on how schools and colleges (the term 'college' refers to all institutions within the further education sector) should respond to reports of sexual violence and sexual harassment between children – '**Child on Child Sexual Violence and Sexual Harassment**' – sets out statutory duties for schools and colleges that come into force on 3 September. The guidance outlines effective safeguarding practice that covers recognising and recording a report, risk assessment following a report of sexual violence, and next steps considerations (including safeguarding and supporting the victim, safeguarding and supporting the alleged perpetrator, and the circumstances where the school or college will need to separate victims and alleged perpetrators). Schools and colleges will still need to make decisions on a case-by-case basis, supported by other agencies.

Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

The government published more detailed advice on *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges* in December 2017. This advice sets out in greater detail, the approach schools and colleges should take, what their legal duties are and where they can obtain additional support.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

We are equipping our students and pupils to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.

6.1 Child Sexual exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the completely inappropriate 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some-kind-of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions and miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situation
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders

- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

Contextual Safeguarding

KCSiE 2018 includes research by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents, particularly in their social settings beyond school. Her research is about informing policy and practise. The research shows how important it is that the assessments of children take into account all of their social sphere, not only that at school. More information can be found on the Contextual Safeguarding Network's website: https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding.

DSLs must include this aspect of contextual safeguarding in their early working in any safeguarding process and Principals need to be aware of this key aspect of the changes to KCSiE 2018. The safeguarding audit identifies this as a new action.

6.2 **Forced Marriage (FM) & So-called Honour Based Violence (HBV)**

Forced Marriage:
This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Evidence shows that the issue of forced marriage affects certain sectors of communities, typically girls in the age range of 14 – 16 years old originating from Pakistan, India & Bangladesh (approx. 60% of the cases) together with a percentage of cases of children origination from the Middle-East and African countries.

A signal of FM is the removal of the students from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL who should raise the concern with the Local Police Safeguarding Unit email or by phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

More advice can be found at

https://www.gov.uk/stop-forced-marriagehomelessness

Honour Based Violence:

Where HBV affects children and young people it is a child protection issue. It is an abuse of human rights. Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases they are also at risk of being killed. Some reasons that have been given for HBV are:

- Protecting family 'honour'
- To control un-wanted behaviour and sexuality

- (including perceived promiscuity or being lesbian, gay, bisexual or transgender)
- Strengthening family links
- Protecting perceived cultural and/or religious ideals
- Preventing unsuitable relationships
- Assisting claims for residence and citizenship in the UK
- Perceived immoral behaviour e.g. make-up or dress; use of mobile phone; inter faith relationships

Staff may notice that children may truant to avoid family and relatives knowing where they are, they may be isolated, depressed and there may be concerns about self harming behaviour. Children may be restricted in their access to internet, phones, friends, passport All staff must take the disclosure seriously and act on it and talk to the DSL/DSD who will refer to Children's Social Care & the Police promptly. Under **no** circumstances should we let the family or social network know about the concerns, speak to the child in front of family members, approach the family or community leaders or attempt mediation, use members of the community to interpret. Caution is required about how information is recorded and shielded within the organisation.

6.3 **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

All teachers have a mandatory responsibility to report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSL will take on this responsibility if the DSL is not available).

Multi-agency statutory guidance on female genital mutilation can be found here:

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

The Home Office have published information on the mandatory duty to inform police, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

What is FGM?
It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

No. The Home Office have also developed an FGM information sheet to raise awareness about the law. This is also available on their website in different languages:

https://www.gov.uk/government/publications/statement-opposing-female-genital-mutilation

Further guidance and information is available from:

NSPCC FGM Helpline
Contact days and times: 24 hours
Tel: 0800 028 3550
Email: fgmhelp@nspcc.org.uk

FORWARD (Foundation for Women's Health Research and Development)
A leading national organisation working on FGM
Tel: 020 8960 4000
Website: http://www.forwarduk.org.uk/

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage. Signs that may indicate a child has undergone FGM:
    - Prolonged absence from school and other activities
    - Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
    - Bladder or menstrual problems
    - Finding it difficult to sit still and looking uncomfortable
    - Complaining about pain between the legs
    - Mentioning something somebody did to them that they are not allowed to talk about
    - Secretive behaviour, including isolating themselves from the group

- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule. As with Forced Marriage, there is the 'One Chance' rule. It is essential that academies take action **without delay**.

6.4 Trafficking

The academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources via **STOP THE TRAFFIK**, a sister company within the Oasis Charitable Trust. The resources include lesson content on:

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- Staff training on child trafficking
- Assembly and lesson resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations such as STOP THE TRAFFIK. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed found at https://www.stopthetraffik.org/

Additional guidance and can be found at https://www.gov.uk/ and www.nspcc.org.uk for safeguarding and protecting all children from:

- Child sexual exploitation (CSE)
- Female genital mutilation (FGM)
- Forced marriage
- Anti-radicalisation and the Prevent strategy
- Children missing in education (CME)

7. Procedure for students identified as being 'at risk' or vulnerable to exploitation, child sexual exploitation, forced marriage, female genital mutilation, or trafficking

Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within the Academy to engage the children into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the child's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The academy will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children's Board.

If the concerns about the student are significant and meet the additional needs/complex need criteria it the Local Authority, he/she will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All staff are aware that if they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 are under a legal obligation to inform the police and DSL immediately. If the DSL is not available, the Deputy DSL will undertake this responsibility.

8. Child Criminal Exploitation (CCE)

Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.
One of the key factors found in most cases of CCE is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). If staff suspect that a child is a victim of CCE they must follow the academy's procedures for reporting child protection concerns and report to the DSL/DSD immediately. The DSL/DSD should report to the local safeguarding children's board immediately and the police if there is a risk of immediate harm.

9. Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Academies will promote their welfare by ensuring that all staff contribute to a plan and that the DSL/DSD liaises with all relevant agencies who are supporting the plan to ensure that progress is monitored and reviewed.

10. Homelessness

Being homeless or at risk of being homeless presents a real risk to a child's welfare. Indicators that a family is at risk of homelessness include household debt, rent arrears, domestic abuse and ant-social behaviour. The Homelessness Reduction Act 2017 places a legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access

to meaningful help including an assessment for their needs and circumstances. Further information that summarises the new duties is available at:
www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

11. Children and the court system

When children are required to be a witness in a criminal court, either for crimes committed against them, or for crimes that they have witnessed, it is important they are supported KCSIE 2018 provides two age appropriate support guides:
Advice for 5-11yr olds:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708114/ywp-5-11-eng.pdf

Advice for 12-17yr olds:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708093/ywp-12-17-eng.pdf

12. Children Missing in Education

Oasis academies believe all students, regardless of their circumstances or background are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs.

12.1 The academy operates a stringent attendance tracking system that is over seen by a member of the leadership team. The tracking and use of effective attendance management strategies enables the Academy to ensure every child is accounted for.

12.2 The academy undertakes to tackle Persistent Absentees and reports on children who are persistently absent from school and the interventions and support being put in place to the Regional Director.

12.3 The academy will only authorise leave of absence in exceptional circumstances. The Principal will determine the length of time that the child can be away from the academy.

12.4 The academy recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority.

12.5 Attendance staff are trained to look out for these triggers and the academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis. SOL guidance on effective attendance is to be used to ensure effective practice in CME.

12.6 Pupil/student absence will be followed up on a daily basis as a matter of priority. Where there is no response to indicate the whereabouts of the pupil/student, unless circumstances indicate that a child is at risk and immediate action is necessary, the academy will complete a home visit for every child who has a continuous period of unexplained absence of three

days or more. When there is unexplained absence of 10 days or more, the matter should be reported to the Local Authority Children Missing Education team.

The admissions register at the academy is kept up to date. The local authority will be informed of **all** deletions as soon as the grounds for deletion are met, in line with the local authority guidelines, but *no later* than deleting the pupil's name from the roll.

No student will be removed from an academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.

Statutory guidance can be found here:
https://www.gov.uk/government/publications/children-missing-education

13. Online Safety

13.1   Our E-Safety and Acceptable use of Technology Policies can be found on the academy website or upon request. Both must be read alongside this document. This includes the changes to KCSiE September 2018 relating to online safety. There is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school. This policy change and procedure is identified in the Oasis E-Safety Policy and also in the safeguarding audit within the e-safety section.

13.2   It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the academy ensure appropriate filters and appropriate monitoring systems are in place.

13.3   Online safety is included our curriculum provision ensures children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials and/or through sex and relationship education (SRE).

Although appropriate blocking is essential, it does not restrict our students learning or lead to unreasonable restrictions as to what our students can be taught with regards to online teaching and safeguarding.

This policy sets out specific measures that ensure children in the academy work safely, including protection from terrorist or extremist material, peer abuse and bullying via online platforms, including sexting.

14. Looked After Children and Previously Looked After Children

14.1   All staff should have awareness of issues around safeguarding looked after and previously looked after children. Leaders' should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. See also paragraph 1.2 for responsibilities. A previously looked after child remains vulnerable and it is important that

all agencies work together to ensure that prompt action is taken on concerns to safeguard this particularly vulnerable group.

14.2   Staff need to be aware of the legal status of a looked after child's care arrangements. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

14.3   The Principal must appoint a designated teacher to promote the educational achievement of children who are looked after & previously looked after to ensure that this person has appropriate training.   The designated teacher is also responsible for promoting the educational achievement of children who have left care.

15. Liaison with the virtual head

15.1   Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority.

15.2   The Academy's designated teacher for looked after & previously looked after children will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the child's personal education plan.

16. Children in alternative provision

Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. The new guidance KCSiE 2018 says that schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

17. Children with special educational needs and disabilities

17.1   The academy fully recognises the importance of awareness around additional vulnerabilities of children with special educational needs (SEN) and disabilities. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

17.2   Staff at the academy will be supported through training and development to know that additional barriers can exist when recognising abuse and neglect in this group of children for example:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

In the last version of Keeping Children Safe in Education (2016) schools were told that they should take into account the safeguarding needs of children with SEN and Disabilities. The guidance for 2018 goes a little bit further and underlines what that means. There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, maybe staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Following the theme of looking after children with SEN and Disabilities, the use of reasonable force is emphasised in Keeping Children Safe in Education 2018, as something that we really need to be cautious about. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but this guidance, along with previous comments from Ofsted, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods Schools are encouraged to make sure that children with SEN and disabilities have got a greater availability of mentoring and support.

Each academy must identify it's approaches to SEND and safeguarding in their teaching and learning policy.

Safeguarding children and young people with SEN, requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focussed action plans and profiles that sufficiently respond to their needs.

All aspects of the school day should be scrutinised and a plan and or risk assessment should be undertaken for that child. These plans and assessments should be discussed with both the pupil and their parent(s), in advance of their first day at school. It is essential to build up an early and sustainable relationship with families in order to get to know the child's wants, likes and dislikes. It will then be easier to identify behaviours that are extraordinary to that which is known as the norm. A one page profile incorporating wishes and feelings should be considered as standard. Open dialogue between staff, pupils and families - and raising the importance of safeguarding across the school is essential.

Consideration should be given to the SENDco undertaking advanced safeguarding training to enable and support understanding, as well as ensuring candid and transparent conversations are had if safeguarding concerns are raised about a pupil with SEND.

18. Children who harm other children (Peer on peer abuse)

The Academy may work with children whose behaviour cause significant harm to other children. Examples of this may include when children are violent or cause danger towards

other children. It can also be when children sexually abuse other children – please refer to APPENDIX 2.

Where a pupil's behaviour causes significant harm to other pupils, staff should follow the child protection procedures for the Academy. The DSL will refer the child in line with the local area safeguarding protocol for these children. See page 2 for contact details.

The 2018 guidance is very clear that the schools approach to these issues must be in their policy. It state how the school deals with these particular issues, how the risk of peer-on-peer abuse is going to be minimised, how these incidents are recorded, investigated and dealt with, how the victims, and perpetrators, are to be supported. It is very clear that this abuse should always be treated seriously, and never just as banter or part of growing up. Staff need to understand what is meant by peer-on-peer abuse, and how the school is dealing with it. The Principal and DSL should ensure training in this area is clearly delivered regularly for all staff.

19. Confidentiality and Record Keeping

19.1   Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Principal and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

19.2   If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's own sake. At the same time, the student should be reassured that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

19.3   Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the Principal or DSL as soon as possible. These will be kept on the student's Child Protection file.

19.4   Child Protection records must be kept secure and arrangements in the academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are in a locked cabinet with restricted access. Information from c protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

19.5   Upon receipt of any request regarding direct access to academy documentation on a Child Protection file, the Principal and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the academy's child protection procedures transferring to another school, the academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and

where relevant the Local Authority)

- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer

19.6   Any external individual or organisation contracted by the academy to work with academy students must report any child protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the academy, be required to work in accordance with the Academies child protection and safeguarding policy.

20. Working with Parents

The academy recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of our students. The academy will:

- Make parents aware of the Academy's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on, where necessary, by making all policies available on the website and on request
- Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents
- Work with parents to support the needs of their child
- Aim to help parents understand that the academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents and carers to other services where pupils need extra support.

21. Early Years Settings within Academies

21.1   As an early year's provider delivering the Early Years Foundation Stage (EYFS), the Academy aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

21.2   The academy will ensure that all children in the nursery and reception classes, and/or two-year old provision, are able to learn, develop, be safe and healthy by providing;

- A safe secure learning environment
- A member of staff who holds a current, paediatric first aid certificate is available on the premises at all times, and accompanies children on school trips
- A designated key worker who liaises with parents and carers
- Routine monitoring of health and safety practices, to promote children's safety and welfare
- Appropriate staffing, ratios and qualifications comply with statutory guidance and can meet the needs of all children

    o *Nursery 1/13 children with one member of staff a qualified teacher and at least one member of staff to hold full level 3 qualification*
    o *Reception class size limited to 30, led by a qualified teacher, with suitably*

qualified support staff)

- An environment where children can be seen and heard at all times
- A member of staff responsible for leading on safeguarding within the early years
- Training and development for all staff so they are able to take appropriate action where there are safeguarding or child protection concerns

22. Health and Safety

22.1   The principal will ensure that there is a robust health and safety policy to meet the statutory responsibility for the safety of students and staff at the academy. The Principal will identify and manage risk through the use of risk assessment carried out:

- On an annual basis for the academy learning spaces and environment in and outdoors
- For all school trips and educational visits
- For pupils travelling between locations during the school day
- For all work-based learning on work experience placements
- When a pupil returns following an exclusion due to risky or violent behaviour
- When there are any changes to the premises or practices
- Following a serious accident in relation to staff and/or students
- High level risk associated with contact with parents
- To maintain effective security of the premises including protection from intruders, trespassers and /or criminal damage

22.2   Visitors and contractors will be expected to:

- Report to the academy reception on arrival
- Provide proof of identity
- Wear a name badge at all times
- Receive suitable supervision by school staff when on site
- Be made aware of the arrangements for safeguarding, health and safety
- Comply with the relevant vetting checks specified in the Oasis Community Learning Recruitment & Selection Policy

22.3   The Academy will promote the health of all students, including children in the Early Years by:

- Taking necessary steps to stop the spread of infection
- Administering medicines and/or intimate care only in line with the academy policy
- Taking appropriate action where students are unwell
- Ensuring adequate number of staff, who hold a current, paediatric first aid certificates are available on the premises at all times, or accompanying students on school trips
- Ensuring meals provided are nutritious and prepared in a hygienic manner
- Notifying the HSE of any serious accident, illness or death of any child whilst at the Academy. Notifying Ofsted, in the case of children attending the early years, *within 14 days.*

22.4 The academy will only allow use of the premises by other organisations and/or supplementary schools if the organisation provides:

- An overview of what it intends to teach or provide (so regional and local governance are able to make a judgement on whether this is in line with the promotion of British Values)
- Evidence that they have practised safe recruitment and their staff have the requisite DBS checks

Due diligence checks are undertaken by the academy on the organisation as follows:

- An internet search on the organisation
- Checks with local groups, LASB, the local police and the local authority
- Details of agreement/s are recorded

The academy currently lets the following organisations use the premises outside academy hour**s: Full list of hirers available from Community Hub team**

22.5 Day-to-day responsibility for health and safety issues at the academy will be delegated to a member of staff who is suitably trained and competent to carry out duties. The is:

Name: Carol Phillips
Designation: Health & Safety Champion
Contact email: carol.phillips@oasismayfield.org
Contact telephone: 023 8032 8128

23. Equal Opportunities

The Oasis Community Learning Board, Directors, and staff, and the Academy Council and academy staff must take into account the Oasis Community Learning equal opportunities policies when discharging their duties under this policy.

24. Whistleblowing

All OCL academies foster a culture of openness, in line with the five Oasis Ethos values:

- A passion to include
- A desire to treat people equally respecting difference
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

Please refer also to the Oasis Whistleblowing Policy on the website, or upon request at the office.

We recognise that there may be a time where staff feel unable to raise concerns or incidents, including those about malpractice.

All staff have a duty to raise concerns where they feel individuals, schools or colleges are failing to safeguard and promote the welfare of children and young people. See also staff code of conduct policy.

Where it is not possible to raise concerns within the Academy, where there are issues for child protection or safeguarding, staff and volunteers may report concerns to the following (names and contact details on page 2 of this policy)

- The Regional Director
- The Local Authority lead officer/s for safeguarding and child protection
- The police
- The Ofsted whistle-blowing helpline on 0300 123 3155

General guidance can be found at https://www.gov.uk/whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally at https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline

Staff can also call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk.

In the event of allegations of abuse being made against the Principal, allegations should be reported directly to the designated officer(s) at the local authority LADO – see page 2. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them.

25. Monitoring and Review of this Policy

25.1 The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Principal and the Nominated Member of the Academy Council.

25.2 The Principal will report on safeguarding to the Regional Director (RD) and through completion of Key Performance Indicators each term and the annual OCL safeguarding audit, APPENDIX 6.

25.3 The Principal will report to the Academy Council each meeting about safeguarding and on the working of this policy.

25.4 OCL will actively evaluate the effectiveness of this policy by monitoring academy staff's understanding and application of the procedures during Regional Director (RD) visits and OCL reviews.

25.5 RD scrutiny of the annual safeguarding audit and related evidence to assure that safeguarding systems and processes are working effectively at the academy.

Appendix 1 - Staff Guidance

A. Procedures in respect of Child Abuse:

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by the Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

This academy has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies is therefore regarded as essential by the academy.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to **report this to the Designated Safeguarding Lead (DSL) as soon as possible.** The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved. The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Staff leading academy off-site visits, particularly residential ones, should provide a list of those students taking part to the Designated Safeguarding Lead (DSL) to ensure that they are made aware of all essential information relating to the students in their care.

A confidential register will be maintained of all those students known to be at risk. Names will be entered on the register if it is confirmed by the Local Authority that the child is actually at risk.

Actions where there are concerns about a child

```
┌─────────────────────────────────┐          ┌──────────────────────┐
│ Staff have concerns about a      │          │   School action      │
│ child and take immediate action. │          └──────────────────────┘
│ Staff follow their child         │
│ protection procedures and speak  │          ┌──────────────────────┐
│ to designated safeguarding lead  │          │  Other agency action │
└─────────────────────────────────┘          └──────────────────────┘
```

```
┌──────────────────────┐   ┌──────────────┐   ┌──────────────────────┐
│ Referral not          │→ │ Referral made │→ │ Designated           │
│ required, school      │   │ if concerns   │   │ safeguarding lead or │
│ staff take relevant   │   │ escalate      │   │ staff makes a        │
│ action, via the       │   │               │   │ referral to social   │
│ pastoral team         │   │               │   │ care (and the police │
│ possibly including    │   │               │   │ if appropriate)      │
│ early help.           │   │               │   │                      │
└──────────────────────┘   └──────────────┘   └──────────────────────┘
```

```
┌───────────────────────────────────────────────────────────────────┐
│ Within 1 working day, social worker makes decision about the type   │
│ of response that is required.                                       │
└───────────────────────────────────────────────────────────────────┘
```

Child in need of immediate protection: referrer informed	Section 47 enquiries appropriate: referrer informed	Section 17 enquiries appropriate referrer informed	No formal assessment required: referrer informed.
Appropriate emergency action taken by social worker, police or NSPCC	Identify child at risk of significant harm: possible child protection (CP) plan	Identify child in need (CIN) and identify appropriate support	School considers early help assessment accessing universal services and other support.

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first.

Working in partnership with other local organisations

All DSD's must establish and maintain links with the local safeguarding children's board, Multi – agency support teams, the local police, health, local council, NSPCC and local support networks who will be able to advise the academy about localised/community issues in the area. It is also advised that the DSL/DSD maintain close networking links with their network/family of schools.

Learning from Serious Case Reviews

Learning from National Serious Case Reviews is useful in highlighting Good Practice as well as areas for improvement.

B. Guidance for all staff on dealing with disclosure / suspected abuse / neglect

I. Dealing with disclosures of abuse

- Always listen carefully and quietly – do not press for any evidence at all
- Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern
- Do not refute the allegation
- Show that you care through open and reassuring facial and body language
- Do not interrogate or ask leading questions (it could later undermine a case)
- Ensure you take a written verbatim account of the child's disclosure using the appropriate academy Disclosure Form and record keeping system or, where appropriate, through CPOMS

II. At this point, take the following steps:

- Explain to the student that the disclosure must be reported – emphasise your trust in them.
- Do not promise to keep the allegation secret or that 'everything will be alright'
- Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance
- Do not admonish in any way e.g., 'I wish you had told me sooner'
- Inform the DSL initially verbally
- Under no circumstances, discuss the matter with any other person - if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a 'need to know' basis at the discretion of the DSL
- If the child agrees, take them with you to the DSL
- With the DSL, prepare a detailed report itemising:
    - the information revealed by the student with absolutely no **opinion**
    - actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported and follow-up action taken within the academy
    - date and sign any written record of events and action taken and keep confidential and secure
    - You must keep, in absolute confidence, a copy of the report, as will the DSL

- The DSL stores Child Protection records centrally and securely. They will not be kept in the child's file
- All staff are under a duty to report all suspicions of abuse to the DSL
- The DSL is responsible for passing on these concerns to Children's Services
- Accurate records are essential in the event of further investigations

III. If you see or hear something that concerns, you:

- Don't ignore it
- Upload all information to CPOMS (or the agreed system for recording) and seek advice immediately from your DSL
- Don't feel silly – if it worries you, someone else needs to know
- If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader via CPOMS, or the agreed system for monitoring

- If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day
- All staff may raise concerns directly with Children's Services. If they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff
- Concerns about adults in the academy should be made directly to the Principal.

Child Protection Procedures – Points of action

1. Discovery or suspicion of child abuse

Inform the DSL. The DSL will, in the appropriate manner and according to procedures, assess the situation.

2. The DSL will, if appropriate, take the following steps:

- Where it is clear that a Child Protection Referral (significant harm) is needed, contact Social Services without delay

- Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the MASH (Multi Agency Safeguarding Board)

- Follow locally agreed protocols, which can be found on the Local Authority Children's Safeguarding Board website.

3. The DSL will attend a Child Protection Conference

We recognise the importance of multi-agency working and will ensure that staff including the DSL are able to attend all relevant meetings, case conferences, core groups and strategy meetings.

Appendix 2 - Information on specific forms of child abuse, categories of abuse and safeguarding issues

All staff in the academy should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse is 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 (peer on peer abuse).

In a situation where abuse is alleged to have been carried out by another child/peer, the child protection procedures outlined in this policy should be adhered to for both the victim and the alleged abuser; that is, it should be considered a childcare and protection issue for both children.

All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.

Abusive behaviour, which is perpetrated by peers, must be taken seriously. It is known that some adult abusers begin abusing during childhood and adolescence, that significant numbers will have suffered abuse themselves and that the abuse is likely to become progressively more serious. Early referral and intervention is therefore essential in line with paragraph 2 of this policy.

Peer on peer abuse can manifest itself in many ways. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It could be through 'sexting' using online communications, text or image messaging. Please refer to the online safety policy for further information, Child Exploitation Online Protection Centre (CEOP) for further guidance on sexting at http://www.ceop.police.uk/

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children 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 opportunity 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. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploring or learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children to frequently feel frightened or in danger, exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

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 include 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic or physical and/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 abuse. Once a child is born, neglect may involve a parent or carer 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse'.

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague) may require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship, the child may:

- appear frightened of the parent/s
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses
- have unrealistic expectations of the child frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access on home visits
- be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation, which is inconsistent with an injury
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- there is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following ***may be*** indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age. Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

1. Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

2. Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed – awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally.
- Voluntary decision
- Mental competence

3. Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

Appendix 3 - Prevent Duty for schools

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Appendix 4 - The Academy's Statutory Duty

This policy sets out how the academy will meet its' statutory duty under section 175 of the Education Act 2002, to safeguard and promote the welfare of our students. It has been developed in accordance with the law and guidance found at https://www.gov.uk/ that seeks to protect children, including:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, updated September 2018, DfE
- Working Together to Safeguard Children, July 2018, HM Government
- Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government.
- Information about mandatory reporting of female genital mutilation, January 2016, Home Office
- Protecting Children from Radicalisation: the prevent duty, August 2015, DfE
- Prevent Duty Guidance: England and Wales, March 2015
- Inspecting safeguarding in maintained schools and academies, April 2015, Ofsted
- Inspecting safeguarding in safeguarding in early years, education and skills settings, August 2015, Ofsted
- Competence Still Matters: Safeguarding training for all employees and volunteers 2014, LSCB
- Safeguarding in Schools: Best Practice, Ofsted
- The Children Act 1989 and 2004 and The Education Act 2002
- The Independent School Standards, 2015, DfE
- Mental Health and Behaviour in Schools: Departmental Advice, 2014
- Multi-agency statutory guidance on female genital mutilation, HM Government, 2016

Appendix 5 - Prevent Risk Assessment

	Prevent Self-Assessment			
	Objective: Adoption of Prevent into Mainstream Processes			
The Prevent Leader is				
Governance				
No		**Owner**		**Yes or No**
1.1	Does the academy have a nominated Staff (and Academy Council) Prevent Lead?			
1.2	Is Prevent included within the academy's Safeguarding Policy?			
Leadership and Management				
No		**Owner**	**Evidence**	**Yes or No**
2.1	Do the Senior Leadership team and Academy Council have clear understanding, shared with partners, about potential risks in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?			
2.2	Is Prevent an agenda item of relevant ALT meetings / planning processes?			
2.3	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?			
2.4	Are fundamental British values promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school			
2.5	Does the Academy have an identified single point of contact (SPOC) in relation to Prevent?			
Working In Partnership				
No		**Owner**	**Evidence**	**Yes or No**

No		Owner	Evidence	Yes or No
3.1	Does the academy have engagement with wider Prevent work through their local Prevent Partnership? Including links with LA channel board?			
3.2	Is Prevent included within Information sharing protocols?			
3.3	Is the academy included in an agreed Prevent Partnership Communication Policy?			
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?			
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?			
Staff Training				
No		**Owner**	**Evidence**	**Yes or No**
4.1	Does the academy have an annual policy and training review process in place?			
4.2	Does the academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Academy Council			
4.3	What training is given to staff members give them the knowledge and confidence to identify students who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does the training include identify at risk factors and behaviours pertinent to the local context?			
4.4	Are staff members aware of the referrals process and what actions should be taken in response to concerns? Does this involve awareness of the Channel process?			
4.5	Is Prevent included the within the academy's Safer Recruitment Policy?			

No		Owner	Evidence	Yes or No
4.6	Has the DSL received Prevent training from local police Workshop Raising Awareness of Prevent (WRAP)			

Safety Online

No		Owner	Evidence	Yes or No
5.1	Does the Academy IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?		IT Services Filtering Policy	**5.1**
5.2	What processes and procedures are in place to ensure children use the internet responsibly?		Academy Operational E-Safety Document – Date copy of Acceptable Use Agreements issued to parents System checked online acceptance from students Use of Personal devices Policy	**5.2**
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?		Academy Operational E-Safety Document	**5.3**

Chaplaincy, Pastoral Support and Student Welfare

No		Owner	Evidence	Yes or No
6.1	Does the academy have chaplaincy provision and does the provision reflect the needs of the academy demographic?			
6.2	What monitoring is in place of student welfare policies and procedures to ensure they are thorough and effective?			
6.3	Are there prayer and faith facilities in place?			
6.4	Are any organised activities in these facilities monitored effectively?			

Academy Security: Visitors, Contractors and Venue Hire

No		Owner	Evidence	Yes or No
7.1	Is Prevent included within the academy's Visitors Policy? How are due diligence checks conducted on visitors to the school?			

7.1	What arrangements in place to manage access to the Academy site by visitors and non-students/staff?		
7.2	Is there a policy regarding the wearing of ID on site? How is it enforced?		
7.3	How are visitors identifiable on site?		
7.3	Does a policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised on site, at the academy		
7.4	Is Prevent included within the academy's venue hiring policy and what due diligence checks conducted on groups/individuals seeking to hire/use school premises?		
7.5	Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? What are the written protocols for ensuring that any visiting contractors are suitable and appropriately supervised within the academy? Speak to your regional P+E manager if unsure.		

Appendix 6 - OASIS COMMUNITY LEARNING ACADEMY SAFEGUARDING AUDIT

ACADEMY: **DATE:**   **COMPLETED BY:**
The DSL is…

GOVERNANCE, LEADERSHIP AND MANAGEMENT	Y N or NA	EVIDENCE
1.1 The Regional Director (RD) has systems in place to ensure strategic oversight of safeguarding at the academy through regular visits and discussions with the Principal and the Academy Council.		The national calendar has three termly collections set for the RD to collect the audit and action plan, is this identified in the academy calendar?
1.2 The RD, Academy Council, Principal and key staff can demonstrate how they create a culture of vigilance within which welfare is promoted and timely and appropriate safeguarding action is taken for young people who may need early, extra help or who may be suffering or likely to suffer significant harm.		
1.3 The RD, Academy Council, Principal and key staff are able to demonstrate how they are proactive in terms of anticipating and managing risks that young people face in the wider community/context – appendix 9.		For example, are the LCSB focus areas and local intelligence identified as an academy focus? Is appendix 9 completed?
1.4 The RD, Academy Council and Principal can demonstrate how the academy promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through their words, actions and influence within the school and more widely in the community, to prepare young people positively for life in modern Britain		
1.5 The Academy Council understand their responsibilities, have completed OCL online Safeguarding training and receive safeguarding and child protection training updates throughout the year		
1.6 The academy report to the Regional Director each term to monitor the impact of the safeguarding and child protection arrangements, policies and procedures		
1.7 A report is submitted to the Academy Council via the Principal at each meeting to monitor the impact of the safeguarding and child protection arrangements, policies and procedures		
1.8 There is a nominated safeguarding champion on the Academy Council		
1.9 There is a named designated safeguarding lead on the senior team who champions safeguarding throughout the academy and who has a nominated deputy designated safeguarding lead. All staff working at the academy know who the designated safeguarding lead and deputy are		Name of Safeguarding Lead and Deputy Brief description of role and actions

1.10 The designated safeguarding lead and deputy are suitably qualified, updated annually. They meet weekly with the Principal		State level of training of DSL
1.11 OCL (via the RD EA), the Local Authority and Ofsted (for EYFS registered settings) are updated with any changes to Designated Safeguarding Leads		State dates of changes if any and communication date • Oasis • LA • Ofsted
1.12 The academy has a safeguarding team of key personnel which meets regularly to share information about changes and issues within the Academy. Updates from the meeting are reported to the Academy Council via the Principal and the Head of the virtual School (for LAC children)		State names of team Brief description of role and meeting/reporting schedule State Virtual School contact info for LAC children
1.13 The RD ensures a duty of care for the Principal in terms of workload, effective response to requests for support, sourcing training etc		
1.14 The Principal ensures a duty of care for all staff		Is there any evidence from staff questionnaires or equivalent?
1.15 There is an open culture at the academy where all individuals feel able to talk freely about their concerns believing that they will be listened to and valued		Evidence for this could be in staff voice questionnaires and through RD and academy monitoring etc
1.16 The Principal ensures all staff understand their responsibilities with regard to safeguarding and know to whom they are accountable – see policy		State dates at which staff are informed
1.17 Staff understand their own role and responsibility to be accountable in the way they behave, in responding to concerns about practice, procedures and unacceptable behaviour by other staff – set out in the Staff Code of Conduct		
1.18 All staff know the difference between safeguarding and child protection		State dates/overview of year when training is completed/to be completed
1.18a Training for all staff on peer on peer abuse is undertaken by the academy		Date of training State members of staff groups included in training

1.18b Does the academy teaching and learning policy state the academy safeguarding approaches and practice expected within it? Have all staff been made aware of this link and implications for academy practice?		
1.19 The academy has a clear system for communicating concerns and a model for open communication between young people, teachers, parents and other adults working with children		State how this is displayed and a brief description of processes
1.20 There is a staff code of conduct which includes issues relating to social networking, email and mobile phone contact between staff and young people. Staff sign to confirm they have received a copy of the Acceptable Use of Technologies Agreement		State annual date when Acceptable Use agreements signed and issued to staff Online Acceptance is agreed
1.21 There is a whistle blowing policy in place for staff, young people and visitors. This is available on the website.		
1.22 The Academy has a parental complaints policy available on the academy website; all incidents, allegations and complaints are recorded		
1.23 The Academy has procedures for managing allegations of abuse by staff that complies with LSCB interagency procedures and is disseminated to all staff and academy councillors		
1.24 Academy has completed a Prevent Risk Assessment – see appendix 5		
1.25 National Counter Terrorism Security Office (NaCTSC) guidance is included in the Academy Business Continuity Plan		See BCP for links to this document – is the BCP up to date and does it cover the NaCTSC actions?
1.26 The academy understands its responsibilities under the Equality Act 2010 and the Disability Discrimination Act 2005		
1.27 The academy has an open and positive relationship with the Local Authority Designated Officer and children's social care – see page 2 of policy for contact details		
1.28 The academy has an open and positive relationships with the external agencies offering support to young people		
1.29 The academy works with parents to build an understanding of the academy's safeguarding responsibilities		State a brief overview of yearly actions to ensure this happens in a structured manner
1.29a The academy has filled in the contextual safeguarding areas from appendix 9		All areas of the appendix are complete
1.29b The academy expectation on safeguarding for any alternative provision is clear including the advice in the safeguarding policy on barring and vetting information		Describe the regularity of contact and visits and also how the academy ensures effective

		safeguarding is in place at the alternative provision
1.30 The academy has excellent communication with parents and carers working together in the best interest of children		
1.31 The academy provides safeguarding training sessions for families		
1.32 There is a dedicated area on the academy website providing safeguarding and child protection policy and information and advice including how to raise concerns and named staff with contact details		
1.33 The academy collects and evaluates the views of children, parents and staff in relation to the effectiveness of safeguarding arrangements including analysis of Ofsted Online Parent View		
1.34 All children are aware of their rights and responsibilities and feel confident in raising concerns and know who to go to		State the named adults in your academy
1.35 Children are involved in reviewing effectiveness of safeguarding at the Academy		On collection a best practice directory will be compiled by PB
1.36 The academy offers children safeguarding leadership opportunities		
HUMAN RESOURCES AND STAFF TRAINING	**Y N or NA**	**EVIDENCE**
2.1 The academy has regular contact with the OCL Regional HR Business Partner		At least half termly
2.2 The OCL Regional HR Business Partner meets with the Principal once a term (3)		
2.3 The ALT monitors the SCR three times a year.		see national calendar for stated dates
2.4 The SCR is reviewed five times a year by any or all of the following: the RD, the Principal, the Designated Safeguarding Lead, a member of the Monitoring and Standards Team. The reviewer's signature and date confirm to SCR check (SCR audit tab).		See national calendar for academy review, 17/18 RD will check on two occasions and the MST will check each Autumn
2.5 The academy keeps a regularly maintained single central record (SCR) of all staff checks, including agency staff, consultants, volunteers and AC involved in a regulated activity and contractors		
The SCR includes:		
▪ an identity check		
▪ barred list check		
▪ an enhanced DBS check for those appointed after 2006		
▪ prohibition from teaching check		
▪ prohibition from management check including Section 128		
▪ checks on people living or working outside the UK		

▪ additional pre-employment check for teachers from the European Economic Area (EEA) Authority		
▪ check of professional qualifications		
▪ a check to establish the person's right to work in the United Kingdom		
▪ Disqualification by Association checks (primary and all through academies) including AC members		
▪ mental and physical fitness to carry out work responsibilities		
▪ previous employment history checks		
▪ two written references		
▪ information regarding past disciplinary actions or allegations		
2.6 The academy has written notification from any agency, or third-party organisation that the above checks have been completed (agency and third-party staff)		
2.7 The academy has written notification from fee funded initial teacher trainees that the above checks have been completed		
2.8 The academy undertakes appropriate checks for volunteers involved in regulated activity		
2.9 The academy undertakes a risk assessment for volunteers not engaged in regulated activity		
2.10 All academy Councillors have received an enhanced DBS check		
2.11 The academy ensures the appropriate checks on contractors		
2.12 Staff sign an annual disclaimer to state that their DSB circumstances have not changed including AC		
2.13 The academy ensures appropriate checks on work experience placements and ensures that policies and procedures are in place to protect young people from harm		
2.14 The academy ensures appropriate checks on young people staying with host families		
2.15 The academy has policies and procedures in place for safer recruitment including a written recruitment and selection policy		
2.16 All recruitment and selection information/documentation includes a statement about the Academies commitment to safeguarding		
2.17 Key leaders have completed Safer Recruitment training.		All interview panels need at least one SR trained person. It is strongly recommended that a variety of people are trained in SR, for example – Principal, RD, AC members, senior staff

2.18 Offers of employment are conditional and depend upon receiving satisfactory information from checks		
2.19 Where a person has been dismissed or left the academy due to risk or harm to a young person, the Principal ensures the matter is reported to the Disclosure and Barring Service		
2.20 All new staff receive safeguarding training as part of their induction to the Academy		
2.21 Academy has a volunteer and agency staff induction pack which includes safeguarding information		A best practice directory will be collected by PB on RD review of the audit and action plan
2.22 The academy has a safeguarding training record for all staff including site staff		
2.23 The Principal has received training in Managing Allegations Against Staff		
2.24 The Principal has received advanced level safeguarding training – old L3 or 4 equivalent, now DSL		When is the training due to expire?
2.25 The Designated and Deputy Safeguarding leads have received accredited, enhanced training within the last year and annually thereafter		
2.26 Key academy staff attend local authority training and participate in local networks		
2.27 All academy staff annually complete Hayes safeguarding training and have signed to confirm receipt of a copy of *Keeping Children Safe in Education, Part 1, 2016 updated version*		
2.28 The academy provides safeguarding updates throughout the year to check staff understanding of safeguarding issues (via training, emails, CPD updates, staff meetings and bulletins)		
2.29 All academy staff are aware of the Prevent Duty, have received Prevent training and understand when it is appropriate to make a referral to the Channel programme		State dates of training
2.30 Academy staff are aware of and have received training on FGM; they understand that it is a form of child abuse and knows that there is a legal duty to report known cases of FGM to the police		State dates of training
2.31 All staff have received basic Health and Safety and E-Safety training		State dates of training. Academy Operational E-Safety Document checklists should have dates for training scheduled in to academic calendar
2.32 Key academy staff are aware of and have received training on fabricated and induced illness and understand that it is a form of child abuse		State dates of training and who was trained

	Y N or NA	EVIDENCE
2.33 Academy staff are aware of and have received training on child trafficking and understand that it is a form of child abuse		State dates of training
2.34 Key academy staff are aware of and have received training on issues which impact upon young people living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the young people might experience abuse or neglect as a result of these difficulties		State dates of training and who was trained
2.35 Key academy staff are aware of and have received training on the harm to young people that can be caused by practices linked to culture, faith and beliefs, and are able to recognise risk factors and know how to act on concerns		State dates of training and who was trained
2.36 Key academy staff are aware of and have received training on the need to respond to concerns relating to forced marriage and understands that it is illegal and a form of child abuse		State dates of training and who was trained
2.37 Key staff cascade safeguarding training to relevant staff		How and where is this stated?
2.38 Academy has dedicated experts trained in specific areas highlighted in Keeping Children Safe in Education (2016)		
2.39 The academy has an in-house safeguarding training certificate for staff; a range of modules relevant to the different positions of responsibility within the academy is offered		
2.40 First aid training is recorded and updated as appropriate with sufficient staff trained, including in the EYFS		List first aid trained staff and the level of training
CHILD PROTECTION AND LOOKED AFTER CHILDREN	**Y N or NA**	**EVIDENCE**
3.1 Child Protection and Looked after Child procedures are reviewed by the RD, Academy Council and Principal each term.		
3.2 The academy has a named Designated and Deputy Child Protection Lead. One or both are members of the senior team		State names and if they are on the ALT
3.3 The academy has a named Looked After Children Lead who is a member of the senior team. They liaise with the Head of the related LA Virtual School regarding LACs achievement, behaviour, welfare and safety		State names and if they are on the ALT
3.4 Each Looked After Child has a Personal Education Plan (PEP)		State number of LAC in the academy
3.5 The Designated leads for Child Protection and Looked After Children meet weekly with the Principal		
3.6 Pupil Premium funding for Looked After Children is regularly reviewed to ensure attainment gaps are closed		

3.7 Staff are confident about reporting child protection concerns and know what action to take if their concerns are not acted upon appropriately by the Designated Safeguarding Lead, Deputy or Principal		
3.8 The academy has a policy and process for confidentially recording and storing information about child protection concerns, including allegations, disclosures, decisions and actions. Records are up to date, distinguish between fact, opinion and hearsay and are maintained in accordance with data protection principles.		
3.9 Information is shared appropriately and transferred securely		
3.10 Files and information are meticulously maintained, stored securely and, separately from the young person's main academy file. If CPOMS is used, secure access is required and maintained, including distribution and collection of related software (fobs) each day		
3.11 Induction for children provides information on safeguarding and child protection, including for in year admissions		A best practice directory will be collected by PB following RD review of the safeguarding audit and action plan
3.12 Safeguarding checks are completed for all new admissions to the Academy		See PD guidelines for recruitment and SCR guidance for specifics
3.13 Staff know where to report allegations regarding the Principal		State where they will find this information
3.14 The academy has a record of referrals made to the Designated Safeguarding Lead with brief details of the outcomes of cases subsequently referred to the Local Authority		
3.14 The academy has a record of all children who are open cases with Children's Services and for whom there is a multi-agency plan		
3.15 Child Protection records are retained until the young person's 26th birthday and then securely disposed of		
3.16 The Designated Safeguarding lead is aware of young people who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the academy and supports liaison		Who is the LAPFO for your academy?
3.17 The academy identifies Young Carers, assesses their needs and has support plans in place		Who is the regular in academy contact person for Young Carers? Write a brief description of their role and actions. A best practice directory will be collected following RD review of audit and action plans each term

	Y N or NA	EVIDENCE
3.18 The academy has a proactive accessible and confidential pastoral/welfare support system where young people can go for information help and advice		
3.19 The names and photographs of key personnel to support children are displayed around the academy, including useful telephone numbers e.g. Child line		
3.20 The academy effectively contributes to local child protection interagency processes including attending multi agency meetings		
3.21 The academy has data relating to progress, attainment, attendance and behaviour of young people identified on the Child Protection register, as a Child in Need or a Looked After Child. Where there are concerns, a clear intervention plan has been implemented		
3.22 The academy has a policy and care plans for the intimate care of children		
FIRST AID AND MEDICAL NEEDS	**Y N or NA**	**EVIDENCE**
4.1 The Principal ensure that policies, plans and procedures are in place for managing accidents and injuries to staff and young people		
4.2 The Principal ensure that policies, plans and procedures are in place to support young people with medical needs		
4.3 There is an academy policy outlining procedures for first aid and medical needs which is reviewed annually		
4.4 The academy has a sufficient number of first aiders to geographically cover the needs of young people at the academy		State the number of first aid trained staff members as a ratio to children
4.5 The academy has a sufficient number of paediatric first aiders to geographically cover the needs of children at the academy (including in the EYFS)		State the number of first aid trained staff members as a ratio to children
4.6 First aid equipment and facilities are available, labelled and clearly accessible		State the name of who is responsible for ensuring the first aid boxes are equipped, secured and monitored.
4.7 First aid arrangements are risk assessed for offsite activities		
4.8 The academy keeps records of any reportable injury, disease or dangerous occurrence including HSE reporting		
4.9 Adequate arrangements are in place to cover staff absence or leave		
4.10 The academy has appropriately trained staff to support children with medical needs		

	Y N or NA	EVIDENCE
4.11 Academy staff are aware of children with medical needs and have received information on how they can support that child		
4.12 Individual health care plans are in place and regularly reviewed		
4.13 Parents and carers are involved in the development and review of individual health care plans		
4.14 There are collaborative arrangements with external agencies to support children with medical needs		
4.15 Risk assessments are in place for children with medical needs including arrangements for emergency situations and educational visits off site or when being educated in alternative provision or settings		
4.16 Medicines are stored securely and safely and children know how to access support with their medication, including during educational visits off site or when being educated in alternative provision or settings		
4.17 The academy has documented records on administering medicines for children with medical needs *(DfE – Supporting pupils with medical conditions template)* and is in line with OCL policy		
4.18 A record of first aid or medicines administered is available		
4.19 Medicines no longer required are returned to parents/carers or healthcare professionals		
ATTENDANCE AND PUNCTUALITY	**Y N or NA**	**EVIDENCE**
5.1 A senior leader has responsibility for academy attendance		State name
5.2 The admissions register is accurate and matches the attendance register		
5.3 Registers are completed accurately and on time (AM/PM and lesson registers)		SOL confirmation stated on….
5.4 Registers are formally closed in the morning and afternoon session		
5.5 The academy has escalating monitoring systems to enable early identification of attendance concerns		SOL dates for the year are…
5.6 Absences are followed up through first day contact		
5.7 After three days of continuous unknown, unauthorised absence a home visit is arranged		
5.8 Child Missing Education (CME) are in place and the Local Authority CME Officer is known to the Academy		State the name of the LA CME Officer
5.9 after ten days of continuous unauthorised absence a CME referral is completed		
5.10 Targeted attendance procedures are in place for young people on the Child Protection Register/LAC and those thought to be at risk		

	Y N or NA	EVIDENCE
5.11 Coding is in line *with School attendance: Departmental advice for maintained schools, academies, independent schools and local authorities* and regularly monitored by a senior leader		Briefly describe the senior leader role in terms of weekly action
5.12 There is a procedure in place for roll call in the event of an evacuation		
5.13 Appropriate practice takes place before a young person is removed from the academy roll. A senior leader confirms agreement to off roll a young person and the LA and RD are notified of the off roll		
5.14 Leave of absence procedures are in place for pupils		
5.15 Children attending alternative provision, participating in Managed Moves or work experience are monitored and coding for these young people is accurate		
5.16 Individual plans are in place for young people with inclusion needs who may have different attendance arrangements – Young Carers, Flexi Schooled, medical cases		
5.17 Procedures are in place for Elective Education requests. The Local Authority Elective Education Officer is known to the academy		State name of the LA Elective Education Officer
5.18 Systems are in place to gather attendance information on new admissions to the Academy		
5.18 The academy has monitoring systems to enable early identification of punctuality concerns		
5.19 Punctuality is efficiently monitored; persistent punctuality concerns are followed up through escalating systems		
5.20 Arrangements for recording late arrivals are secure		
5.21 Attendance and punctuality information is displayed on the academy website including academy policies		
HEALTH AND SAFETY/ SITE AND FACILITIES	**Y N or NA**	**EVIDENCE**
6.1 The Principal ensures that the academy is a safe place		
6.2 An annual Health and Safety review is completed		
6.3 The OCL Health and Safety policy is available on the website		
6.4 The academy has regular contact with the OCL Regional Property and Estates Partner		At least half termly
6.5 The OCL Regional Property and Estates Partner meets the Principal once a term (3)		
6.6 The Handsam system is monitored monthly by the OCL Regional Property and Estates Partner and is above 95% compliant on a YTD and monthly basis		State the named person who monitors this and who they report to in the academy

6.7 The Handsam system is monitored weekly by the academy Business Manager or Principal and is above 95% compliant as a minimum on a weekly basis		
6.8 Academy has an **evidence file** to support completed Handsam tasks and training including fire evacuation practice and lock down		
6.9 Risk assessments are available for inspection		
6.10 Procedures are in place for developing personalised risk assessments for individual members of staff and children		
6.11 Academy has adequate security arrangements for the grounds and buildings including effective Lock down procedures		
6.12 The Principal or Business Manager ensures that the premises are safe and secure through regular checks including physical observation and site walk. It is the principal's responsibility to ensure the building is kept safe.		
6.13 The Designated Safeguarding Lead completes a termly site walk with the Facilities Manager		
6.14 When the academy commissions a service from another organisation, there are robust procedures in place to ensure that the organisation has appropriate policies in place for safeguarding young people and meets the requirements of Oasis safeguarding standards		
6.15 There is a single point of entry identified and signed as the reception entrance		
6.16 Visitors are welcomed; ID and DBS are checked and recorded; safeguarding information is provided		A best practice directory will be complied by PB after RD review of the safeguarding audit and action plan
6.17 Visitors are provided with different coloured lanyards indicating whether they have received a DBS check		
6.18 Staff and students are aware of the lanyard system and alert to visitors unaccompanied without a DBS check lanyard		
6.19 Academy staff provide daily visitor information for reception staff in advance of their arrival		A best practice directory will be complied by PB after RD review of the safeguarding audit and action plan
6.20 safeguarding information is displayed in the reception area and provided to all visitors, including fire evacuation procedures. If the academy has it's own EY or sixth form, a display should also be situated in those areas separately.		
6.21 Security and emergency alert arrangements are in place to protect the member of staff on the reception desk		

	Y N or NA	EVIDENCE
6.22 A procedure which covers safeguarding is in place for parents/carers who escort their child to their classroom when they attend during the academy day, or drop off to the EYFS		
6.23 Signing in and out procedures are in place for visitors, children and staff leaving and entering site during the academy day		
6.24 Procedures are in place for staff and young people working in the Academy after Academy hours and during holidays		
6.25 Evacuation procedures are in place and evacuation times recorded on Handsam by the academy		
6.26 An evacuation with restricted access is completed at least once a year and recorded as such on Handsam by the academy		
6.27 The Academy has personalised evacuation plans for young people and staff with disabilities		
6.28 Duty procedures are in place for unstructured periods; staff have been trained in duty procedures and expectations		State how duty procedures and expectations communicated?
6.29 A senior manager monitors duty compliance and follows up when there are concerns		
CURRICULUM/PSHE/SMSC/TRIPS & VISITS	**Y N or NA**	**EVIDENCE**
7.1 The academy promotes tolerance of and respect for people of all faiths, cultures and lifestyles through effective spiritual, moral, social and cultural development (SMSC)		State who is the named person who could describe how the curriculum plans for SMSC throughout the curriculum?
7.2 OCL reviews and RD reporting evaluates and provides guidance on SMSC, PSHE and the delivery of aspects of safeguarding		
7.3 The assembly programme, tutorial periods and extra curricula activities support SMSC development and include aspects of safeguarding		State where the assembly focus is reviewed and communicated and who is the named person who ensures SMSC is planned throughout the assembly programme.
7.4 The PSHE programme aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking		
7.5 The delivery of PSHE in the academy includes aspects of safeguarding		State the name of the person who could describe where safeguarding is planned throughout the curriculum.
7.6 Delivery of safeguarding is mapped and reviewed annually		

7.7 Sex and Relationships Education (SRE) is delivered at the Academy – policy on the website		
7.8 Staff delivering teaching about safeguarding have received training in key areas		
7.9 The academy promotes the use of specialist support to assist in the delivery of aspects of safeguarding		
7.10 The academy has established local regional, national and global partners		
7.11 The academy has established partnerships with charities including Stop the Traffik		State a brief overview of how this happens – a best practice directory will be collected by PB following RD review of safeguarding audit and action plans.
7.12 The promotion of British Values and '9 Habits' are at the heart of the academy's work		All academies are expected to work towards the use of the 9 Habits as a central aspect of all working
7.13 The academy make use of resources provided by Stop the Traffik on Child Exploitation		State where this is added in the curriculum
7.14 The approach to religious education is broadly Christian but takes account of the teaching and practices of the other principal religions represented in Britain, in line with the Academy Policy		
7.15 The OCL 9 Habits permeate the culture and ethos at the academy		
7.16 Curricular and extra curricula activities ensure children understand risk and know where to get help and support		
7.17 The academy has a comprehensive and developmental e-safety curriculum for children		
7.18 A comprehensive programme of intervention is in place for children who are underperforming academically		
7.19 Children with additional needs are well supported through intervention programmes and personalised inclusion support and this is supported by data outcomes in national tests, Ofsted inspection reports or MST monitoring visit reports.		
7.20 Staff consider Health and Safety and safeguarding and include in schemes of work and lesson plans		State who is the named person who could describe how the curriculum plans for H+S and safeguarding throughout the curriculum?
7.21 The academy has an educational trips and visits policy – present on website		
7.22 The Principal and or members of the senior team review arrangements for trips and visits, including risk assessments, and specific actions for SEND pupils and/or those requiring additional and/or medical provision		

	Y N or NA	EVIDENCE
7.23 The academy has procedures in place to address safeguarding and child protection issues outside of the academy which assess risk and manages safety prior to and during off site activities, school trips and school journeys. These risk assessments identify specific actions and information relating to each individual SEND pupil and/or those requiring additional and/or medical provision		
7.24 Specific risks assessments are prepared for young people with medical needs during the academy day during any activity including EV		
7.25 The academy has a named member of staff (EVC) with responsibility for educational visit and trips; the member of staff has received relevant training		
7.26 The EVC liaises as appropriate with OCL or another external provider regarding trips and visits		
7.27 The RD and Head of Governance are consulted regarding trips and visits over 24 hours		
IT AND E-SAFETY	**Y N or NA**	**EVIDENCE**
8.1 The academy has regular contact with the OCL National Service Delivery Managers (SDMs) and/or OCL Cluster Managers		Minutes of OCL IT Cluster Managers scheduled meetings. (SDM Meetings should occur as required and Cluster Manager Meetings twice per term)
8.2 The Principal ensures e–safety is a priority across the academy		Academy may choose to complete Readiness for Learning Technologies Framework Report generated from analysis exercise of E-Safety Strand
8.3 The academy can provide evidence of priority through having completed the Operational E-Safety Document Template from Appendix 2 of OCL E-Safety Policy		Completed Academy Operational E-Safety Document based upon Template in Appendix 2 of OCL E-Safety Policy v 9.2
8.4 Academy can demonstrate an E-Safety training priority and how it extends expertise and build capacity through an audit of needs		Completed section E-Safety, Readiness for Learning Framework producing report that can establish CPD needs and write Academy Operational E-Safety Document based upon template in Appendix 2 of OCL E-Safety Policy
8.5 The academy has a clear Operational E-safety Document which applies to onsite and offsite activity which covers acceptable use and the areas of risk to children on line		Latest version of OCL E-Safety Policy Appendix 2 highlights all the relevant sections for inclusion with an Academy Operational E-Safety Document

8.6 Current academy Operational E-Safety Document is reviewed regularly to take account of new technologies		Scheduled date published within Operational E-Safety Document for annual review and new sections
8.7 Staff, children and the community are involved in the development and review of the academy Operational E-Safety Document		State a brief overview of how this happens – See Engagement strategy from Readiness Framework that can be used to produce a report
8.8 The academy can demonstrate the provision of e-safety updates throughout the year to check staff understanding of issues		Statement within Academy Operational E-Safety Document. Dates this happens/planned
8.9 The academy can demonstrate that they have procedures in place to ensure that all Staff and children recognise that the term 'online safety' reflects issues associated with technology and a user's access to content, contact and conduct		Academy Operational E-safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.10 The academy can demonstrate that it has an Acceptable Use Technologies Agreements in place for all OCL staff and students that and makes use of the OCL Default Agreements		Academy Operational E-safety Document based on OCL E-Safety Appendix 2 Operational E-Safety Document template
8.11 Staff and young people understand the consequences of unacceptable use		Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.12 The academy can demonstrate that they give due consideration to changes in filtering rules and has procedures for managing the release or barring of undesirable websites		Academy can explain how changes are managed with reference to the Oasis IT Services Web Filtering Policy and Changes Process.
8.13 The academy can demonstrate that they are compliant with the E-Safety Password protocols for password protection are in place and the management of passwords and rationale for use is understood by staff.		Reference OCL E-Safety Policy Section 9 & Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.14 The academy can demonstrate that it has clear procedures in place relating to the use of mobile technologies that covers young people, staff and visitors. Mechanisms are in place to monitor and intervene when issues arise with Bring Your Own Devices (BYOD)		Reference OCL E-Safety Policy Section 8, & Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.15 The academy can demonstrate the records of clear documented procedures/ processes which are understood by staff relating to the use and publication of digital images. Parental explicit consent is gained when publishing personal images on the website or other publications.		References OCL E-Safety Policy Sections 10 – 15 Academy Operational E-safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.16 The academy can demonstrate robust reporting routes which are understood by staff and young people		References: OCL E-Safety Policy Appendix 3 & Appendix 6 Academy Operational E-safety

		Document based on OCL E-Safety Document Appendix 2 Operational E-Safety template
8.17 Data is managed securely in accordance with OCL Data Protection and OCL IT Security Policies. By managing data in accordance with these policies are compliant with current relevant legislation.		Compliance with Oasis E-Safety Policy, Oasis IT Security Policy and the Oasis Data Protection Policy
8.18 The academy can demonstrate procedures for the secure handling and storage of sensitive data (both in transit ad at rest) by all staff in accordance with OCL Data Protection Policy		Compliance with the Oasis Data Protection and the Oasis IT Security Policies
8.19 The academy has adopted a risk based approach to managing potential E-Safety issues and have undertaken a risk assessment for the potential risks and have mitigation actions in place. They can demonstrate that they maintain an up to date Risk Register which is reviewed at regular intervals		OCL E-Safety Policy Appendix 2 provides a template for Principals to set up procedures, sanctions and policies to mitigate risk. Specimen Risk Register for Academy to populate is provided
8.20 Academy can demonstrate that staff and young people are trained in the use of social media and risks encountered in an online life		Evidence within planned curriculum where this takes place – Identifying the Learning analysis tool produces a full curriculum map for use of Learning Technologies
8.21 The academy has a dedicated area on the academy website which provides e-safety and online information for young people and their families		Check website for evidence
8.22 Children have an age appropriate awareness of organisations such as CEOP, NSPCC, ChildLine etc.		Evidence within planned curriculum where this takes place – Identifying the Learning analysis tool produces a full curriculum map for use of Learning Technologies
8.23 The academy can demonstrate that it provides opportunities for parents to receive information or education about online safety. There are clear routes for parents to report issues.		Evidence needs to match the flow chart route as identified in OCL E-Safety Policy Appendix 6
8.24 The academy can demonstrate full use of PCE and designated DSL is able to effectively administer the software, training has been provided to relevant staff and processes are in place to ensure reports and alerts are acted upon appropriately		Reference: OCL E-Safety Policy Section 7 & Academy Operational E-safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.25 Oasis e-mail addresses have been provided to all ACs/sensitive information being sent to ACs is encrypted		Information being sent to ACs, Principals AC Secretaries
BEHAVIOUR	**Y N or NA**	**EVIDENCE**

9.1 The academy promotes children's personal safety and safe relationships and promotes a positive behaviour policy for that promotes respect and safe relationships		
9.2 The academy has an anti-bullying policy and measures in place to prevent and respond to all forms of bullying		
9.3 The academy policy on the use of reasonable force to control or restrain young people complies with statutory requirements and national guidance which is disseminated through training to all staff		The Principal will ensure that appropriate training is provided for key staff annually and for all staff at least every two years.
9.4 Records pertaining to the following are available and analysed by sub group: ▪ Restraints ▪ Behaviour incidents ▪ Exclusions, internal and external ▪ Equality incidents – bullying, discriminatory and prejudicial behaviour including racist, disability and homophobic bullying ▪ Online incidents including sexting and cyberbullying		Reference Section 3 & Appendix 4 OCL E-Safety Policy and Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
9.5 Children are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying and actively try to prevent it from occurring. They understand peer on peer bullying and what this can involve		Reference OCL E-Safety Policy Sections 6, 8 & Appendix 5 and Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety template
9.6 The academy provides leadership opportunities for children which enables peer support		A best practice directory will be collected by PB following RD review of the safeguarding audit and action plan
POLICIES/GUIDANCE/INFORMATION	**Y N or NA**	**EVIDENCE**
10.1 The Safeguarding and Child Protection Policy (September 2017) is available on the Academy website and by request at the Academy office. Other related policies/ additional guidance is available on the Academy website or by request at the Academy office. In line with KCSIE 2016, they Academy policies include:		
Anti-discrimination & harassment policy		
Attendance policy – see also Safeguarding and Child Protection Policy		
Behaviour & Anti bullying policies		
Changing for Sport and Physical Education policy		
Child Sexual Exploitation and Abuse – see Safeguarding and Child Protection Policy		
Children Missing – see Safeguarding and Child Protection Policy		
Code of Conduct Policy for OCL Staff		

Complaints Policy		
Critical Incident Plan		
guidance about domestic Violence (living in violent household)		
Guidance about drugs/substance misuse guidance		
Educational Visits Policy – see also Safeguarding and Child Protection Policy, Appendix 7		
Online safety, acceptable use & filtering policies		
Equality & Diversity Policy – see also Safeguarding and Child Protection Policy		
Exclusion policy – see also Safeguarding and Child Protection Policy		
Faith Based Discrimination – see Safeguarding and Child Protection Policy		
Female Genital Mutilation & Reporting – see Safeguarding and Child Protection Policy		
Forced Marriage – see Safeguarding and Child Protection Policy		
Gangs and Youth Violence – see Safeguarding and Child Protection Policy		
Gender Based Violence – see Safeguarding and Child Protection Policy		
Health and Safety – see Safeguarding and Child Protection Policy, Appendix 7		
Intimate Care Policy		
Procedures for allegations against staff – see Safeguarding and Child Protection Policy		
Procedures for allegations against other children – see Safeguarding and Child Protection Policy		
Medical Needs and First Aid – see also Safeguarding and Child Protection Policy		
No Smoking (required for EYFS)		
One to one working Policy		
Physical Intervention and Restraint Policy		
PREVENT / Radicalisation and Extremism – see Safeguarding and Child Protection Policy		
Private Fostering – see Safeguarding and Child Protection Policy		
Promotion of British Values – see also Safeguarding and Child Protection Policy		
Recruitment and Selection Policy – see also Safeguarding and Child Protection Policy		
Risk assessments – see Safeguarding and Child Protection Policy, Appendix 7		
Special Educational Needs and Disability Policy and Local Offer		
Teaching and Learning Policy that directly identifies approaches to safeguarding with SEND children		
Values and Ethos – see also Safeguarding and Child Protection Policy		
Whistleblowing Policy		

Appendix 7 - SPOC Responsibilities

I. Raising Awareness

As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation. The Channel coordinators have a range of training packages available to help raise awareness, by training your trainers the aim is to mainstream this safeguarding agenda.

II. Receiving Referrals

As the SPOC, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact yourselves first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at channel.project@gmp.police.uk. The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system.) The coordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting

Finding Out More: 'Learning Together to be Safe' guidance for schools and colleges
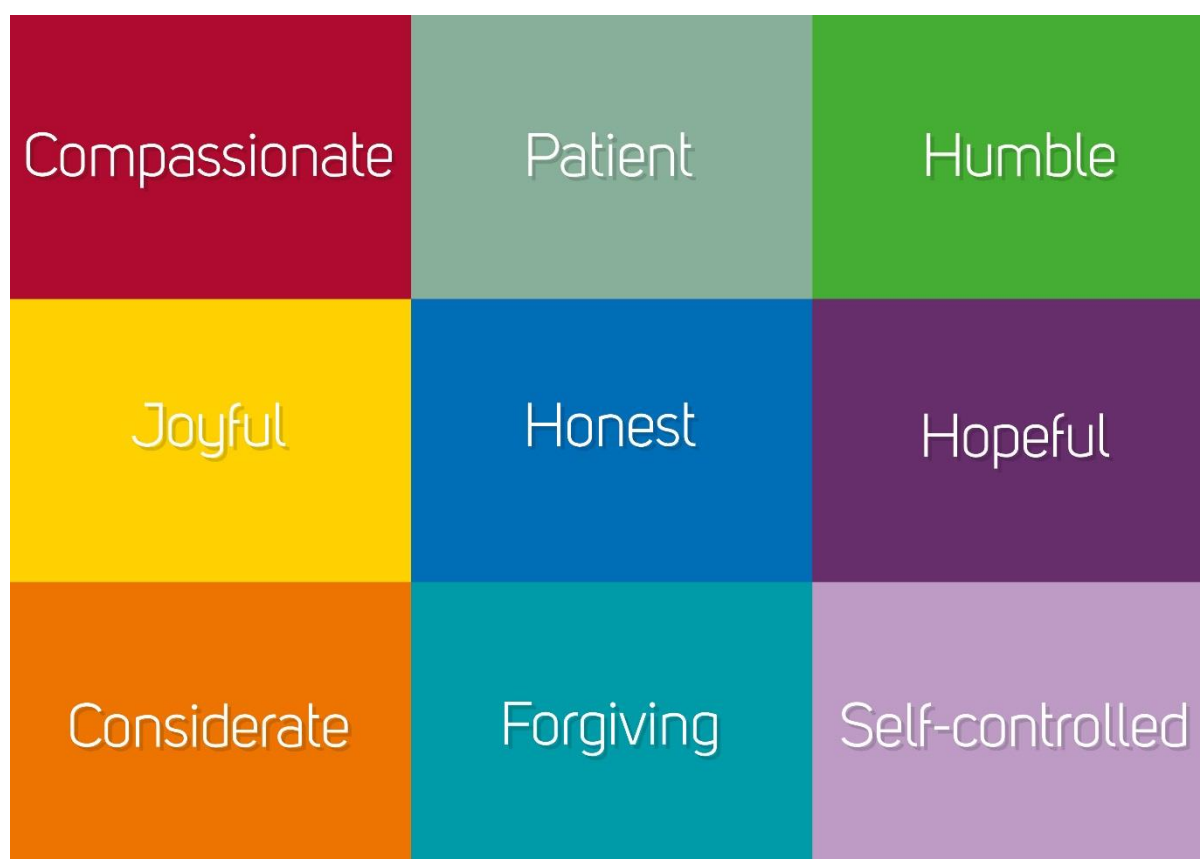www.dius.gov.uk HM Government
'The Prevent Strategy: A Guide for Local Partners in England'
http://security.homeoffice.gov.uk
Every Child Matters
www.everychildmatters.gov.uk

Appendix 8 - The Oasis 9 Habits

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Appendix 9 - Local Children's Safeguarding Board Contextual issues and approaches

Please go into detail about the approaches taken in each area.

What are the LCSB identified issues in your area?	How does your curriculum address the relevant issues?	How does your staff training programme address the relevant issues?	How do you promote positive messages about tackling these issues with the community and other stakeholders?