



OCL Safeguarding and Child Protection Policy September 2019

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1. Key Contacts for Safeguarding and Child Protection at the Academy

Principal: Victoria Boomer-Clark

Contact email: Victoria.boomer-clark@oasisjohnwilliams.org

Telephone: 01275 894 680

Designated safeguarding lead: Andrea Rea

Contact email: andrea.rea@oasisjohnwilliams.org

Telephone: 01275 894 680

Deputy designated safeguarding lead: 360 Year Team Managers

Contact email: tellus@oasisjohnwilliams.org

Telephone: 01275 894 680

Designated Looked After Children and previously looked after lead: Andrea Rea

Contact email: andrea.rea@oasisjohnwilliams.org

Telephone: 01275 894 680

Nominated Academy Council member for safeguarding: Jake Curtis

Contact email: jake.curtis@oasisuk.org

Telephone: 01275 894 680

Regional Director: Phil Humphreys

Contact email: phil.humphreys@oasisuk.org

Telephone: 07977 516 552

Oasis National Safeguarding Lead: Jon Needham

Contact email: jon.needham@oasisuk.org

Telephone: 07966 729 384

Local Authority Designated Officer (LADO): Nicola Laird

Contact email: nicola.laird@bristol.gov.uk

Telephone: 0117 903 7795

Single Point of Contact for PREVENT (SPOC): Andrea Rea

Contact email: andrea.rea@oasisjohnwilliams.org

Telephone: 01275 894 680

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

2. Policy Purpose

2.1 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.

2.2 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**.

2.3 It is important to remember that each academy should follow the guidance of their local multi-agency safeguarding arrangements (MASA) and implement their systems and protocol for referring families for early help and reporting child protection concerns. The MASA will ensure that each academy is aware of issues within the community that are relevant to them. DSL's should ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates

2.4 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.

2.5 This policy sets out how the academy will has been developed to protect children, referencing key documents including:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, updated September 2019, DfE
- Working Together to Safeguard Children, July 2018, HM Government
- Inspecting safeguarding in maintained schools and academies, September 2019, Ofsted
- Inspecting safeguarding in safeguarding in early years, education and skills settings, September 2019, Ofsted
- The current Oasis E-Safety Policy
- Education for a Connected World, UKCCIS 2018
- Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016, HM Government.
- Protecting Children from Radicalisation: the prevent duty, August 2015, DfE
- The Independent School Standards, 2015, DfE
- Competence Still Matters: Safeguarding training for all employees and volunteers 2014, LSCB
- Mental Health and Behaviour in Schools: Departmental Advice, 2014
- The Children Act 1989 and 2004 and The Education Act 2002

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

2.7 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 30 & 31, for **Looked After Children** and/or those with **Special Educational Needs or Disabilities**.

3. Procedures in respect of Child Abuse:

3.1 Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children who attend our settings are 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

3.2 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

3.3 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.**

3.4 The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved.

3.5 The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports.

3.6 It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation

3.7 Safeguarding and child protection concerns should be considered when planning any off-site or residential visits.

3.8 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.

This means that in our school we will all know the signs of child abuse and are aware of the procedures that we must follow to safeguard the child

All our staff will read:

- *Appendix 1 of this policy, and*
- *Annex A of Keeping Children Safe in Education 2019*

And we will keep records of this within our school

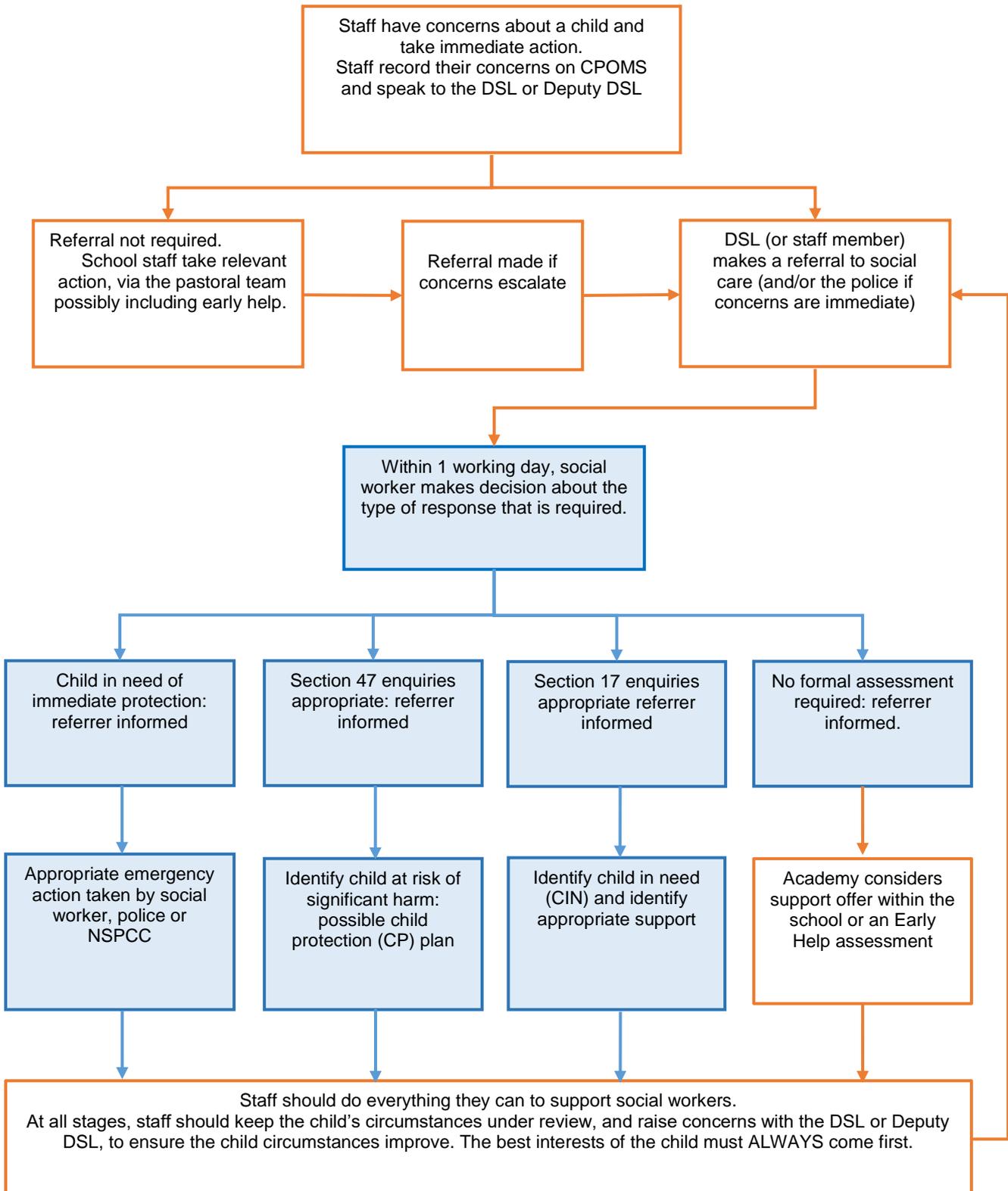
Our DSL team is listed on page 4.

All our staff will use CPOMS to record their concerns about a child but will also discuss their concerns with the DSL

In our school a list of those students taking part in any trip will be passed to the Designated Safeguarding Lead (DSL) to ensure that staff are made aware of all essential information relating to the students in their care

The Academy will maintain a list of those students deemed to be vulnerable, and this list will be reviewed weekly

4. Flow chart for staff actions:



5. In our Academy 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. Therefore we will all 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.

5.1 And we will support our staff by:

- 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

5.3 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. 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 4
- Consistent implementation of the Academy's Health & Safety, Anti-bullying, Safer recruitment, Behaviour and online safety policies and related practice
- Close liaison with other agencies such as social services, Child and Adult Mental Health Service, the Education Welfare and Psychology Services

6. SAFEGUARDING CHILDREN

6.1 Contextual Safeguarding

KCSiE 2019 writes about the importance of the context in which school safeguarding must

Within our Academy our DSLs will consider the contextual safeguarding in their early working in any safeguarding process.

be considered, including the social setting beyond schools that pupils live within.

6.2 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

6.3 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,
- Alcohol, drugs and substance misuse,
- Positive behaviour management
- Physical intervention and restraint (reasonable force)

This means that in our Academy we:

- *Recognises the importance of information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse*
- *Will ensure any fears about sharing information **will not be allowed** to stand in the way of protecting the safety and welfare of any or our children*

In our Academy all these policies are accessible for staff and parents to read.

We will record when staff have been given a policy and expect them to adhere to it.

Staff will be able to go to their line manager for support if they don't understand the policy.

7. DATA PROTECTION & SHARING SAFEGUARDING INFORMATION - GDPR

In our school the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 will 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 will be shared so that informed decisions can be made about a child's welfare. We recognise that 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.

8. It is important that all our staff know how to deal with a disclosure of abuse or neglect.

Remember - If a pupil chooses to confide in you it means they trust you and want you to help them. Dealing with a disclosure may be frightening, but you should also feel privileged that the child has chosen you to talk to.

a. If you see or hear something that concerns:

- Don't ignore it
- Don't feel silly – if it worries you, someone else needs to know
- 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
- Upload all information to CPOMS (or the agreed system for recording) and seek advice immediately from your DSL
- 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
- 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.

b. 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 or try to belittle 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

c. 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.

d. 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

9.0 There may be safeguarding issues that are specific to the local area or population that need to be identified in partnership with the **Multi-Agency Safeguarding Arrangements (MASA)** and or other agencies such as gang membership, FGM, CSE, extremism and the safeguarding of vulnerable adults.

This means that in our Academy All staff will be made aware of specific issues relating to locality that could impact the safety of children at the academy.

We will have a comprehensive training plan to keep staff up-to-date.

We will also ensure that our students are kept informed of issues within their curriculum.

10. FOR OUR LOCALITY THE MAIN ISSUES ARE

Our records indicate greater prevalence of the following safeguarding issues:

- Online safety
- Relationships
- Mental Health

We address emerging patterns through curriculum content, a Learning Mentoring programme, assemblies and partnerships with relevant external agencies.

11. FEMALE GENITAL MUTLIATION

11.1 With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM).

11.2 It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

11.3 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

11.4 When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

11.5 Failure to report such cases MAY result in disciplinary sanctions.

This means that in our academy we ensure:

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

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and include such issues, in an age appropriate way, in their lesson plans.

12. Honour Based Violence (HBV)

12.1 Where HBV affects children and young people it is a child protection issue. It is an abuse of human rights.

12.2 Children and young people who suffer Honour Based Violence are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect.

12.3 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

In our academy we take the disclosure of HBV very seriously and act on it.

The DSL will refer to Children's Social Care, the Police and the National Forced Marriage Unit promptly.

*Under **no** circumstances will 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

Attempt mediation, or

Use members of the community to interpret.

Concerns will be stored on CPOMS but access limited to a small group within the organisation.

13. PEER ON PEER ABUSE

13.1 It is important that an academy can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence and harassment.

13.2 The Oasis values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

13.3 It should be recognised that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.

13.4 Schools should recognise the impact of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way.

This means that in our school:

We will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".

We will follow both national and local guidance and policies to support any children/young people subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

We will utilise the Oasis Children who pose a Risk to Children School Safety Plan

We will always report episodes of 'up-skirting'

13.6 When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

Our DSL will follow local guidance to enable provision of effective support to any affected by this type of abuse.

14 Children Missing in Education

14.1 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

14.2 Academies will tackle Persistent Absentees and report on children who are persistently absent from school to the Regional Director

14.3 Leave of absence requests will be viewed against the safeguarding vulnerabilities for:
Forced Marriage (both males and females)
Traveling to Conflict zones or countries with a higher prevalence of FGM

14.4 The DSL will, as soon as a concern is established, alert the Local Authority

This means that in our academy we will:

*Operates a stringent attendance tracking system that is overseen by a member of the leadership team.
We will use of effective attendance management strategies that enable us to account for every child.*

In our academy we 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

In our school our 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 taken note of and shared with all staff.

Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis.

We will implement the SOL guidance on effective attendance to ensure effective practice in CME.

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.

In our academy we will:

- *Undertake a 1st day phone call or text to try to establish the child's whereabouts,*
- *Complete a home visit on the 1st day for every child who is on the academy 'vulnerable list',*
- *Complete a home visit on the 3rd day who has a continuous period of unexplained absence of three days or more.*

When there is unexplained absence of 10 days or more, we will refer the matter to the Local Authority Children Missing Education team.

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.

14.5 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.

15 Online Safety

15.1 It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material.

As such, the academy ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- Oasis E-Safety,
- Acceptable use of Technologies,
- Web Filtering and Device Monitoring.

15.2 Although appropriate blocking is essential, it should not restrict the students learning or lead to unreasonable restrictions as to what our students can be taught.

16 Training and Development of staff

16.1 All staff must complete safeguarding and child protection training as part of their induction.

16.2 All staff must access update briefings on safeguarding and child protection each year.

16.3 The DSL team will be appropriately trained and demonstrate attendance at Local Authority and inter-agency Safeguarding Board Meetings

In our school:

- *Online safety is included our curriculum provision as part of providing a broad and balanced curriculum.*
- *Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age related guidance in 'Education For a Connected World' resources:*



Education_for_a_co
nected_world_PDF

- *We will comply with the Oasis E-Safety Policy*
- *Our E-Safety and Acceptable use of Technology Policies can be found on the academy website or upon request*

In our academy we monitor the results of our web blocking software to ensure that our students:

- *Work safely and are protected from terrorist or extremist material, peer abuse and bullying via online platforms, including sexting.*

This means that in our school

- *All staff and volunteers new to the Academy will be given appropriate Safeguarding training as part of their induction programme to the academy.*
- *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*

In addition we will make sure that:

- *Time will be given to enable this commitment to be met*
- *All academy staff and Academy Council members will undertake annual safeguarding and child protection training as organised by the DSL*
- *Updates will feature regularly in all staff and ALT meetings, as appropriate*
- *MASA identified local issues will be addressed through staff training.*

To achieve this in our academy we will ensure that:

- *The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training as per LA requirements.*
- *The DSL will attend Local Authority and other*

training courses as necessary and other appropriate inter-agency training.

- 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

17 Allegations against Members of Staff

17.1 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**.

17.2 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. 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*

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

17.4 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.

17.5 All alleged physical injuries must be investigated by the appropriate external agencies

This means that in our Academy where the Principal considers that a referral appears to meet the LADO criteria, the Principal will inform the Local Authority's Designated Officer.

In some cases, allegations may be so serious, they will require immediate intervention by the police and or children's social care services. If this is the case the LADO team will also be informed

*In the event the Principal, Lead Principal or Executive Principal is the subject of the allegation, the DSL will report the allegation to the **Regional Director immediately**.*

In the event of the allegation being made against a member of the National Oasis Community Learning staff, the DSL will report it to the Regional Director.

18 Suitability of staff and safe recruitment practices

18.1 Safe recruitment practices are an essential part of creating a safe environment for children and young people

In our academy we will ensure that staff and volunteers working at the academy are suitable to do so, We will follow the specific procedures are outlined in:

- *OCL Recruitment & Selection Policy*

18.2 Keeping Children Safe in Education 2019 states that schools will be required to complete a risk assessment for each volunteer.

18.3 The Single Central Record (SCR) is an important part of the academy's commitment to Safeguarding and will be maintained by a member of the office management team.

It will then be audited on a regular basis

- *Safer Recruitment Guidance*

Where the volunteer is undertaking regulated activity an enhanced DBS and barred list check will be undertaken.

Where the volunteers is not in regulated activity we will undertake a DBS but are not legally allowed to do a barred list check.

'Due Diligence' checks will be made on any speaker invited to host an assembly or speak to students during lessons

In our school the SCR will be overseen and directly managed by the Principal and reviewed:

- *Every half term by the Principal*
- *Every Term by the National HR Team*
- *By the Regional Directors as part of their regular visit schedule*

This will allow us to sustain effective safeguarding at our academy.

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

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.

19.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils.

19.4 As part of their contractual arrangements any external individual or organisation with the academy, be required to work in accordance with the Academies child protection and safeguarding policy.

19.5 Working in partnership with parents is important, the academy should endeavour to do this at all times. It is recognised however that there are occasions when it is

At our school we will take any disclosure very seriously.

We will seek to reassure the pupil that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

If a member of the academy has a child protection concern, they must inform the Principal or DSL as soon as possible.

These will be kept on the student's Child Protection file within CPOMS.

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.

To do this our academy will:

- *Aim to help parents understand that the academy has a responsibility for the welfare of all students*

in the child's best interest for work to be undertaken and referrals made without the parents initial consent to ensure the welfare and safety of our students.

19.6 Child Protection records must be kept secure and arrangements in the academy must comply with the Data Protection Policy.

19.7 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.

19.8 When a pupil transfers to another school child protection and safeguarding information will be shared with that school to ensure safe and consistent support for that child.

and has a duty to refer cases to the Local Authority in the best interests of the student.

- *Consider the safety of the student and, should a concern arise the DSL has the responsibility to seek advice prior to contacting parents.*
- *Make all our policies available on the website and on request*
- *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*

In our school we use the CPOMS system.

The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely.

Information from these files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation

To do this our 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*

20 Early Years Settings within Academies

20.1 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.

20.2 Including a member of staff responsible for leading on safeguarding within the early years

In our academy we 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 where children can be seen and heard at all times.*
- *A named member of staff in the DSL team.*
- *A member of staff who holds a current, paediatric first aid certificate who available on the premises at all times.*
- *A qualified 1st Aider 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*
 - **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*
 - **Reception** *class size limited to 30, led by a qualified teacher, with suitably qualified support staff)*

21 Health and Safety

21.1 That there is a robust interaction between the Health and Safety policy to meet the statutory responsibility for the safety of students and staff at the academy That Risk Assessments will be carried out to

In our school 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*

21.2 People accessing the site will be authorised.

It is expected that all staff, visitors and contractors will:

- *Report to the academy reception on arrival.*
- *Provide proof of identity.*
- *Wear a name badge at all times with lanyards differentiating the groups:*
- *Academy staff will use the designated academy lanyard*
 - *Visitors who's DBS Status has been confirmed will wear GREEN lanyards and may be allowed to access the school unsupervised.*
 - *Visitors who do not have a DBS or has not had confirmation will wear a RED lanyard and will be supervised on-site.*
 - *Members of a National Oasis team will wear a national lanyard, or GREEN lanyard if DBS the*

21.3 The Academy will promote the health of all students, including children in the Early Years.

21.4 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.

DBS status has been confirmed.

- *Be made aware of the arrangements for safeguarding, health and safety*

In our school we will do this by:

- *Taking necessary steps to stop the spread of infection.*
- *Administering medicines and/or intimate care only in line with our academy policy*
- *Taking appropriate action where students are unwell*
- *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.*

For our academy this will be:

Name:

Designation: e.g. Site manager

Contact email:

Contact telephone:

22 Safeguarding pupils who are vulnerable to extremism; The Prevent duty

22.1 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.

22.2 The Trust 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.

22.3 Oasis academies seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to:

In line with fundamental British Values and the Oasis '9 Habits' our 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.

Our 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.

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 for our school will include consideration of the 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

- Far Right / Neo Nazi / White Supremacist ideology,
- Islamist ideology,
- Irish Nationalist and Loyalist paramilitary groups, and
- Extremist Animal Rights movements.

22.4 All academy staff need to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

22.5 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.

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.

22.6 The Trust 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.

22.7 Due diligence checks should be undertaken by the academy on any organisation that uses its facilities.

22.8 These checks will include:

- An internet search on the organisation
- Checks with local groups,
- MASA & Local police checks
- Local Authority checks

22.9 Details of agreement/s will be recorded and kept on file

22.10 Our academy currently lets the following organisations use the premises outside academy hours:

and SEN, anti-bullying policy and other issues specific to the academy's profile, community and the Oasis ethos.

All our staff will be aware that children at risk of radicalisation may display different signs or seek to hide their views.

Staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

When any member of our 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 their concerns on CPOMS.

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

In our school this will be part of our annual CPD training programme by the DSL

Our academy will only allow use of the premises by other organisations and/or supplementary schools if they provide:

- *An overview of what it intends to teach or provide*
- *The ethos they promote fit easily with the 9 Habits and the Oasis ethos.*
- *Their work promotes British Values*
- *They can provide evidence that they have practised safe recruitment and their staff have the requisite DBS checks*

Appendix 1 – Key information for all staff

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.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation
- County Lines
- Child Trafficking & Human Slavery
- Gang affiliation & knife Crime

Child Sexual Exploitation (CSE)

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. It is a problem that occurs for boys as well as girls.

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 is 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 of CSE can include

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections
- 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)
- Going to hotels or other unusual locations to meet friends
- 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
- Associating with other young people involved in sexual exploitation
- Unexplained changes in behaviour or personality
- Involved in abusive relationships, intimidated and fearful of certain people or situation
- Recruiting other young people to exploitative situations
- Contact with known perpetrators

County Lines

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 County Lines 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 County Lines exploitation they must follow the academy's procedures for reporting child protection concerns and report to the DSL immediately. The DSL should report to the local safeguarding children's board immediately and the police if there is a risk of immediate harm.

Child Trafficking & Human Slavery

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.stophetraffik.org/>

Information on specific forms and categories of child abuse,

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/>

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 safeguarding lead and 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.

Signs of abuse in children:

1. NEGLECT

Neglect is the persistent failure to meet a child's basic 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 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 care-givers); or
- Ensure access to appropriate medical care or treatment.
- Being neglectful or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. 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 involve physical contact, including assault by rape and/or penetration 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.

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
- Regressive behaviour, enuresis, soiling
- Involvement in prostitution or indiscriminate choice of sexual partners
- Touching others inappropriately
- 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 (anal, vaginal or penile)
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Thrush, persistent complaints of stomach disorders or pains

- 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, inappropriate 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:

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

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, developmental 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
- A clear note at children under the age of 13 cannot consent to sexual activity

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 and should be discussed with the DSL. It is also worth reviewing concerns against the ‘Brook Traffic Light System’ (Brook 2012):



Brook_Traffic_Light
_Tool.pdf

Sexual abuse, including suspected abuse by peers will always be investigated and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.

4. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

5. RESPONSES FROM PARENTS/CARERS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

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

6. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

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.

7. 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 anti-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

8. 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 2019 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

9. Looked After Children and Previously Looked After Children

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. 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.

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.

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.

10 Liaison with the virtual head

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

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.

11 Children in alternative provision

Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. Schools should obtain a written statement from the provider safeguarding practices are consistent with that of the Academy.

Appendix 2- 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 2019, 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

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

There may be safeguarding issues that are specific to the local area or population that need to be identified in partnership with the **Local Multi-Agency Safeguarding Arrangements** 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.

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.

Appendix 3 - The Oasis 9 Habits

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Appendix 4 – Roles & responsibilities within Oasis

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 from your local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

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

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.

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

The Oasis National 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 Regional Director with Safeguarding Lead Responsibilities, the Oasis National Safeguarding Lead, OCL service leaders from education, human resources, estates management, Oasis Community Partnerships and representative Principals and Designated Safeguarding Leads.

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
- Academy Induction training, must now 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 safeguarding and 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 this policy.
 - 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.
- 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. Further information can be found in APPENDIX 1
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email, available on page 4
- 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.

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

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, 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.
- Through the DSL team ensure that:
 - 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 2019 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.

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 apprised
- Ensuring the academy's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in APPENDIX 2
- Being aware of the latest national and local guidance and requirements and keeping the Principal and staff informed as appropriate
- Attend accredited, enhanced training as defined by the local Multi-Agency Safeguarding Arrangements 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 safeguarding policies and procedures and kept informed and involved
- Keeping Children Safe in Education 2019 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 all 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).

Appendix 5 – Change Control

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
5.2	11/02/19	Paul Tarry, Safeguarding Lead for OCL	All Oasis Staff	Updated reflecting KCSiE 2018
6.0	02/09/19	Jon Needham National Safeguarding Lead	All Oasis Staff	Style & Format changes, update for KCSiE 2019

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
John Barneby	Chief Operating Officer	08/07/19	6.0

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	-	11/07/19	6.0