OCL Safeguarding and Child Protection Policy
September 2016

Last Updated: 26/09/16
Version 3.0

This policy is made bespoke for each Academy.

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

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

Distribution

This document has been distributed to:

Name	Position	Date	Version
All Oasis Academy Principals	-	02/09/2016	2.0
All Academies Staff and Oasis Centre Staff	-		2.0
All Oasis Academy Principals	-	26/09/2016	3.0
All Academies Staff and Oasis Centre Staff			3.0

Contents

Key Contacts for Safeguarding and Child Protection at the Academy

Principal:

Contact email:

Telephone:

Designated safeguarding lead:

Contact email:

Telephone:

Deputy designated safeguarding lead:

Contact email:

Telephone:

Designated Looked After Children lead:

Contact email:

Telephone:

Nominated Academy Council member for safeguarding:

Contact email:

Telephone:

Regional Academy Director:

Contact email:

Telephone:

Local Authority Designated Officer (LADO):

Contact email:

Telephone:

Single Point of Contact for Safeguarding Children (SPOC)

Contact email:

Telephone:

Local Authority Single Point of Contact for Safeguarding Children (Spoc):

Contact email:

Telephone:

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

1. Purpose of Policy

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 page 20, 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://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.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.

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 Area Safeguarding Board** (LASB) 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 and time that could impact the safety of children at the Academy. this will be achieved via staff meetings, bulletins, training and development.

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 Academy Directors in their work to challenge and review the impact of leaders to sustain effective safeguarding at the Academy. The SCR will be overseen by the Principal.

3. Responsibilities

Safeguarding and promoting the welfare of children is ***everyone's responsibilit***y. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

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 **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 a clear strategy so that each individual Academy can implement effective policy and local procedures to safeguard children. It brings together (each term) the Chief Executive Officer, OCL service leaders from education, human resources, estates management, representative Principals and Designated Safeguarding Leads.

The steering group will monitor the effectiveness of this policy on safeguarding children through scrutiny of; Academy Development Plans, The Trust Improvement Plan, RAD visits records, OCL Monitoring and Standards Team reports, termly KPIs, Ofsted reports and Academy safeguarding audits.

3.2   All staff working (including visiting staff) are required to:

- Observe and comply with the staff code of conduct
- Attend all relevant training and development provided by OCL and the Academy
- 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 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, 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.
- 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.

3.2.1 **The Academy Council will**:

- Assess the impact of this policy in keeping children safe
- Contribute any local, contextual information that may support children's safety and welfare
- Appoint a Nominated Member of Council to liaise with the Academy's Principal and Designated Safeguarding Lead (DSL) on Safeguarding issues
- Receive and consider each term, reports from the Principal about the effectiveness

of safeguarding and child protection at the Academy

- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children, including those looked after children, safe, see paragraph 10.

3.2.2 **The Principal will**:

- 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 RAD
- 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
- Attend advanced training with an accredited provider identified in liaison with their RAD
- 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
- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after 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
- Appoint a DSL and Deputy DSL giving 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 via Key Performance Indicators (KPIs) to OCL
- 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 via a robust 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
- 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 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 and AC meeting.

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 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 Academy 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

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/

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, female genital mutilation, or trafficking

Through the Oasis' ethos, values and behaviour 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.

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 through our LIFE Formation programme and bespoke Oasis approach to RE.

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 seemingly '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 situations.
- 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.

6.2 Forced Marriage (FM)

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.

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. 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.

8.1 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.

8.2 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 Academy Director.

8.3 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.

8.4 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.

8.5 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.

8.6 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

9. Online Safety

9.1   Our Online Safety and Acceptable use of Technology Policies can be found on the Academy website or upon request. Both must be read alongside this document.

9.2   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.

9.3   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.

10. Looked after children

10.1   All staff should have awareness of issues around safeguarding 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.

10.2   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.

10.3   The Principal must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

11. Liaison with the virtual head

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

11.2   The Academy's designated teacher for 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.

12. Children with special educational needs and disabilities

12.1   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.

12.2   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.

13. 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.

14. Confidentiality and Record Keeping

14.1   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).

14.2 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 tells 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.

14.3 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.

14.4 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.

14.5 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.

14.6 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.

15. 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.

16. Early Years Settings within Academies

16.1   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.

16.2   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

17. Health and Safety

17.1   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.

17.2 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

17.3 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.*

17.4 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 hours:
None

17.5   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: Emma Johnson
Designation: Principal
Contact email: emma.johnson@oasisfoundry.org
Contact telephone: 0121 250 8850

18. Equal Opportunities

The Oasis Community Learning Board and 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.

19. 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 Academies 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.

20. Monitoring and Review of this Policy

20.1   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.

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

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

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

20.5   RAD 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.

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 keeps Child Protection records centrally and securely and are not 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 Safeguarding Children's 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 child abuse & categories of 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 child care 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 care-givers); 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 2016, DfE
- Working Together to Safeguard Children, April 2015, 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				
Governance				
No		**Owner**		**RAG**
1.1	Does the Academy have a nominated Staff (and Governor) Prevent Lead?			
1.2	Is Prevent included within the Academy's Safeguarding Policy?			
Leadership and Management				
No		**Owner**	**Evidence**	**RAG**
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**	**RAG**
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?			

No		Owner	Evidence	RAG
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**	**RAG**
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?			
4.6	Has the DSL received Prevent training from local police Workshop Raising Awareness of Prevent (WRAP)			
Safety Online				
No		**Owner**	**Evidence**	**RAG**
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?			
5.2	What processes and procedures are in place to ensure children use the internet responsibly?			

| 5.3 | Do staff, pupils and carers receive any Internet Safety awareness training? | | | |

Chaplaincy, Pastoral Support and Student Welfare

No		Owner	Evidence	RAG
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 through 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	RAG
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?			

SEE BIRMINGHAM SAFEGUARDING CHILDREN BOARD – 175 AUDIT

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