



Oakhill Safeguarding Policy

Introduction

This policy applies to both Oakhill school and the EYFS registered setting.

Oakhill is committed to safeguarding and acting in the best interests of the child. The Oakhill safeguarding policy is provided via the Oakhill website for all staff, parents and pupils, in the Staff Handbook, and is also available on request from the school office. Parents are informed of this policy in the school prospectus, the Welcome to Nursery booklet and the Oakhill website: www.oakhillschool.co.uk

Safeguarding or child protection is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to achieve the best outcomes. Children include everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

This policy provides clear instructions to staff and others about expected procedures in dealing with child protection concerns and referrals. It demonstrates Oakhill's commitment to the development of good practice and sound procedures to ensure that child protection concerns are handled sensitively, professionally and in ways which prioritise the needs of the child where alleged or suspected abuse might have occurred either in or outside of school by a member of the school community or other person.

Oakhill follows the procedures established by the Lancashire Safeguarding Children Board (LSCB) and the Pan Lancashire Safeguarding Children Procedures. Oakhill contributes to inter-agency working in line with statutory guidance.

<http://panlancashirescb.proceduresonline.com/index.htm>

This policy was written taking regard of the following guidance:

- Keeping Children Safe in Education (September 2018) incorporating disqualification under the Childcare Act 2006
- ISI Regulatory Requirements for Independent Schools (Feb 2016)
- What to do if you're worried a child is being abused (March 2015)
- Working together to safeguard children (2018)

- Preventing and tackling bullying (2017)
- Prevent (July 2015) The Prevent Duty guidance (2015)
- The use of social media for online radicalisation (July 2015)
- EYFS Child Protection Policy (2014)
- Lancashire Safeguarding Children Board, 'Safeguarding Children Procedures' (2011)

The policy should be read in conjunction with:

- The Anti-Bullying Policy
- The Behaviour and Uniform Policy
- The ICT Acceptable Use Policy
- The Safer Working Practices policy
- Attendance policy
- Missing Children Policy
- The Whistle Blowing Policy

Oakhill operates Safer Recruitment Procedures including Enhanced DBS checks, barred list checks, prohibition from teaching and prohibition from management responsibility checks together with references and interview information on all staff and volunteers working with children before their appointment to the school is confirmed in compliance with Independent School Standards regulations.

It is the norm for applicants to start work only after their DBS clearance has been received. In cases where the appointment date is prior to the receipt of DBS clearance, a barred list check is administered by the Disclosure and Barring Service and appropriate risk assessments are undertaken, covering the period until the DBS certificate is received and the staff member concerned will be appropriately supervised during this period.

Should there be any concerns about an employee, systems are in place to ensure the timely renewal of DBS checks. Referral to the Disclosure and Barring Service is a legal requirement and therefore standard procedure when a member of staff leaves employment at Oakhill should we consider them to be unsuitable to work with children.

Policy Outline

Oakhill recognises the five outcomes from *Every Child Matters* that every child has the right to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

There are three main elements to the Oakhill Safeguarding Policy:

- **Prevention:**
The Roman Catholic ethos of the College provides a positive school atmosphere where pupils are safe and receive support through mentoring and pastoral care. This includes the use of safer recruitment

policy and maintaining a complete Single Central record of background and identity checks.

- **Protection**

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection and safeguarding concerns.

- **Support**

To offer full support to children and staff in maintaining a safe environment in which children can learn and develop.

This policy applies to all pupils, staff, governors and visitors to Oakhill.

School Commitment

Oakhill fully recognises the contribution it can make to protect children and support all pupils in the school and nursery. Oakhill therefore endeavours:

- to ensure the practice of safe recruitment in checking the suitability of staff and volunteers to work with children
- to ensure that school checks are made when using external agencies that appropriate child protection checks and procedures apply to any staff employed by another organisation when working with children both in school and on another site
- to ensure that accompanying adults on residential school trips have had the appropriate DBS checks and received the appropriate level of safeguarding training including safer working practices
- to ensure that all staff are made aware of their safeguarding responsibilities, are adequately trained in safeguarding procedures (including the fact that anyone can make a referral) and are familiar with the policy and other relevant policies
- to provide and implement procedures for identifying, reporting and handling concerns or cases or suspected cases of abuse
- to ensure a culture of safety; raising concerns; valuing staff and reflective practice
- to establish and maintain an environment where children feel secure, are encouraged to talk and are listened to when they have a worry or concern
- to ensure that the children know that there are adults in the school whom they can approach if they are worried or in difficulty through teaching and learning, extra-curricular activities and pastoral care. The pupils will continue to have access to the school nurse, class teachers, form tutors and staff in general

- to include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse including online safety and /or communicate their fears and concerns about abuse
- to include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- to ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies
- to ensure that every child's previous school is contacted by the DSL to ask if there are any safeguarding records to share
- To support pupils and their families through the Common Assessment Framework (CAF) and Team Around the Family (TAF) processes
- to support pupils in accordance with their Child Protection Plan if required
- for the DSL and SLG(Senior Leadership Group) to meet on at least a half termly basis to discuss issues, policies and good practice including a review of any bullying incidents.

Roles and Responsibilities

Role of all Staff

- All staff have a responsibility to protect children and maintain public trust in the teaching profession as part of their professional duties.
- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

All staff should:

- Be aware of the systems within school which support Safeguarding such as the Safeguarding Policy , the Safer Working Practices policy, part one and Annex A of KCSIE (2018),the identity and role of the Designated Senior Leader, their Deputy and the team of Designated Safeguarding Persons;
- Attend appropriate child protection training on a regular basis as set out in this policy;

- Be aware of the signs of abuse and neglect;
- Adopt the attitude that 'it could happen here';
- Always act in the best interests of the child;
- Be prepared to report concerns and, if necessary, make a referral.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

Use of Mobile Phones, Cameras and Videos

Children at Oakhill may have their photographs taken to provide evidence of their achievements for developmental records, as well as for use in educational activities and school displays. Photographic images may also be used in publicity providing consent has been obtained from the parents. This is usually carried out upon registration. Oakhill has a separate ICT Policy and each student in the Prep and Senior School and member of staff has signed an ICT Acceptable Usage Policy.

The school cannot however be accountable for photographs or video footage taken by parents/carers or members of the public at school functions. We understand that parents like to take photos or video their children in the school play, nursery nativity, sports day etc. This is a normal part of family life and we do not discourage parents from celebrating their child's success.

It is a specific legal requirement however, that the EYFS providers have a policy and procedure that covers the use of mobile phones, cameras and iPads in the setting.

The following procedures are therefore in place in EYFS to provide an environment in which children, parents and staff are safe from images being used inappropriately. The policy also applies to staff outside EYFS unless stated.

- Under the Data Protection Act 1998, photographs and video images of children and staff are classified as personal data under the terms of the act. Using such images for school publicity requires the consent of the parents, which is requested on registration.
- Oakhill Early Years allows staff to bring in personal mobile telephones for their own use. Users bringing personal devices into EYFS must ensure there is no inappropriate or illegal content on the device.
- All mobile phones are stored in the EYFS Manager's office and are not permitted within EYFS. Unless on a break and in designated areas away from children, staff must not text, take or receive any calls.
- Oakhill staff are allowed to bring in personal mobile phones, but staff must not text, take or receive any calls unless on a break and not with pupils.

- Visitors may only use their personal devices outside the school/nursery building and not in any area accessible by pupils.
- If a member of staff has a family emergency or similar they should inform the office staff so that any message is conveyed as a matter of priority.
- Staff must only use school/nursery devices to photograph or record children.
- Cameras, mobile phones and digital media devices are prohibited in the toilet and changing areas.
- All images must only be downloaded onto school devices which are password protected.
- Staff are responsible for the secure storage of school devices assigned to their department.

It is the responsibility of all members of staff to be vigilant and report any concerns to the EYFS Manager or any member of SLG. **Any non-compliance will be taken seriously and could lead to disciplinary action.**

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any pupils who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of pupils for their personal use.

Role of the Designated Safeguarding Lead

The key elements of the role of DSL are:

- To take lead responsibility for safeguarding and child protection
- To provide advice and support to other staff on child protection matters
- To take part in strategy discussions and inter agency meetings
- Be responsible for online safety in the school

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care (CSC) within 24 hours where there are concerns that a child may be in need of help or at risk and/or:
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

- Police (cases where a crime may have been committed).
- Refer relevant cases to Prevent/ Channel
- Liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- to inform the Secretary of State if there are grounds for believing a person may be unsuitable for working with children;

Training

The designated safeguarding lead and deputies should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need,47 those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses and safeguarding conferences
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raising Awareness

- The designated safeguarding lead should ensure Oakhill policies are known and used appropriately:
- Ensure Oakhill's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file and a receipt of this to be kept on file.

Role of the Deputy Designated Safeguarding Leads

All Deputy DSLs are trained to the same standard as the lead DSL. Deputy DSLs work alongside the DSL and perform all the roles of the DSL in their absence.

The ultimate lead responsibility for child protection lies with the lead DSL. This lead responsibility will not be delegated.

Role of the Principal

- to ensure that there is a Designated Safeguarding Leader and a Deputy to take the lead responsibility in dealing with child protection issues;
- to liaise closely with the DSL and safeguarding team and be attentive to the concerns raised;
- to ensure that the DSL and Deputy DSL undertake training every two years and all other staff undertake basic Safeguarding training on a regular basis both formally via INSET and informally via updates and staff briefings
- to ensure that all new staff receive an appropriate induction which includes Safeguarding procedures and policy;
- to ensure that all volunteers and temporary staff are made aware of the school's Safeguarding procedures;
- to ensure that checks are made in respect of the central register of appointments, including governors, and that it complies with current regulations and is kept up to date;
- to ensure that any deficiencies or weaknesses in the school's Safeguarding policy and processes are remedied without delay.

Role of the Governing Body

- to annually review and evaluate the Safeguarding policies and procedures and the efficiency with which the duties have been carried out;
- to take appropriate action in line with LCSB, *Allegations Against Staff Procedure* if allegations of abuse are made against the Principal.

Procedures

Oakhill undertakes to implement procedures in accordance with locally agreed inter agency procedures where applicable to independent schools, set out in the Lancashire Safeguarding Children's Board's Safeguarding Children Procedures and the accompanying Continuum of Need and Thresholds Guidance. The policy is reviewed annually and any deficiencies or weaknesses in Safeguarding are remedied without delay.

What staff should do if they have concerns about a child

If staff have concerns about a child's welfare or believe that a child is or may be at risk of abuse they should pass any information to the Designated Safeguarding Lead or to a member of the Designated Safeguarding Team in school; this should always occur as soon as possible and certainly within 24 hours. This also includes situations of abuse which may involve staff members. The DSL will usually decide whether to make a referral to Children's Social Care, but it is important to **note that any staff member can refer their concerns to children's social care directly.**

Where a child or family would benefit from co-ordinated support from more than one agency there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment. The early help assessment should be undertaken by a lead professional who could be a teacher, SENCo, GP or DSL.

Methods of recording concerns and reporting suspicions of abuse

Internal Notification Forms are available in each staff room, all the early years rooms, in the catering department, or from the DSL. See Appendix

Talking and Listening to Children (*Guidance for staff listening to pupils*)

If a child wants to confide in you, you SHOULD

- Be accessible and receptive
- Listen carefully and uncritically, at the child's pace
- Take what is said seriously
- Reassure the child that they are right to tell
- Tell the child that you must pass this information on
- Make sure that the child is safe
- Make a careful record of what was said

You should NEVER

- Investigate or seek to prove or disprove possible abuse
- Ask leading questions
- Make promises about confidentiality or keeping 'secrets' to children
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Investigate, suggest or probe for information
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or the person allegedly involved
- Forget to record what you have been told
- Fail to pass on the information to the correct person (The Senior Designated Leader)

Recording should

- State who was present, time, date and place
- Be written in ink and signed by the recorder
- Be passed to the DSL or Deputy DSL immediately (or certainly within 24 hours)
- Use the child's exact words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

What information do you need to obtain?

- **School has no investigative role in child protection.** Police and Children's integrated services will investigate possible abuse very thoroughly and in great detail. They will gather evidence.
- Never prompt or probe for information, your job is to listen, record and pass on
- Ideally, you should be clear about what is being said in terms of who, what, where and when?
- The question you should be able to answer at the end of the listening process is, "might this child be a child protection matter."
- If the answer is yes, or if you are not sure, record and pass on to the Designated Safeguarding Lead, Deputy DSL/ Principal.

What questions are acceptable to ask and which are not?

- **Never** ask closed questions, i.e. the ones to which children can answer 'yes' or 'no'.
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc.
- Only use **minimal prompts** such as, 'go on', 'tell me more', 'tell me everything you can remember'.
- An important question is 'When was the last time this happened' as timescales are very important.

Designated Safeguarding Lead considerations Child in Need or Child at Risk?

The DSL will carry out an urgent initial assessment of all cases referred to them. This is to ascertain the nature of the suspicion or allegation, the validity of the suspicion or allegation, based on the evidence and the likelihood of future harm to the child. The DSL will refer to the confidential files on issues of the child (held by the DSL) and will refer to medical records, children's files and registers. They may talk discreetly with staff or pupils to ascertain relevant information without revealing the nature of the enquiry.

This is not an investigation although the child and staff may have to be interviewed. A written record of the urgent initial assessment will be made, including signed statements where appropriate, which will be kept by the DSL. On the basis of the urgent initial assessment the DSL, usually in consultation with the Principal, will decide an appropriate course of action which may involve referring the matter to children's social care. This will be recorded on the urgent assessment report. The urgent initial assessment must be completed promptly within 24 hours of the allegation or suspicion being

reported. If an allegation is made against a member of staff then the LADO will be informed immediately.

- In this case 'risk' or 'need'? By definition, a child at risk is also a child in need, however, this will help to define the priority/level/immediacy of risk/need.
- Can the level of need identified be met in or by the school or by accessing universal services without referral to Children's Integrated Services or other targeted services by working with the child, parents and colleagues?
- What resources are available and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Integrated Services which requests that an assessment of needs be undertaken?
- Is the level and/likelihood of risk such that a child protection referral needs to be made i.e. a child is suffering or is likely to suffer significant harm?
- What information is available? Child, parents, family and environment.
- Do the cultural norms of a family need to be taken into account?
- What information is inaccessible and potentially how significant might this be?
- Who needs to be spoken to and what do they need to know?
- Where can appropriate advice and support be accessed?
- If there is not to be a referral, what action needs to be taken?

Thresholds for referral to Children's Services

Where the DSL or the Principal considers a referral to Children's Services may be required, there are two thresholds for and types of referral that need to be considered:

1. Is this a Child in Need?

Under section 17 (s17 (10) of the Children Act 1989) a child is in need if:

- a. He/she is unlikely to achieve or maintain, or have the opportunity to achieve or maintain a reasonable standard of health or development, without the provision of service by a local authority.
- b. His/her health or development is likely to be impaired, or further impaired, without the provision of such services.
- c. He/she is disabled.

2. Is this a Child at Risk?

Under section 47 (1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- a. Is the subject of an Emergency Protection Order
- b. Is in Police Protection or where they have:
- c. Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

It is the 'significant harm threshold' that justifies statutory intervention into family life. The Designated Safeguarding Leader will make judgments around, 'significant harm' and levels of 'need' and when to refer.

Making referrals to Children's Services

1. Child in Need/Section 17 Referrals

The DSL should complete a common assessment framework (CAF) form and email it to: cypreferrals@lancashire.gov.uk

This is a request for assessment/support/services and, as such, you must obtain the consent of the parents/carers and young person where appropriate. This should be identified on the CAF. Where the parent/carer/child/young person refuses to give consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc. and the possibility of a child protection referral at some point in future if things deteriorate or do not improve.

2. Child at Risk/Section 47 Referral

If a crime has been committed, immediately or at least within 24 hours, make a telephone call to the police. If no crime is committed make a telephone call to Lancashire Safeguarding Children Board: **0300 1236720** (Out of hours **03001236722**). You will speak to a Customer Care officer whose role is to receive your referral information, enter it onto the appropriate IT system and forward to the relevant Social Work team leader for consideration.

You should still complete a CAF form and should forward this as soon as possible and certainly within 48 hours – cypreferrals@lancashire.gov.uk
You do not require the consent of a parent/carer or child/young person to make a child protection referral.

A parent/carer should, under most circumstances, be informed by the referrer that a child protection referral is being made. The criteria for not informing the parents/carers are:

- Because this would increase the risk of significant harm to the child
- Because in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken
- Because there would be undue delay caused by seeking consent which would not be in the child's best interests.

Fear of jeopardizing a relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. On the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to the parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing the parent/carer then you should seek advice and/or make this clear on the forms and in any telephone contacts with Lancashire Safeguarding Children Board: **0300 1236720** (Out of hours **03001236722**).

Allegations of abuse against staff

Oakhill has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance to protect children from abuse (the overriding principle) but also to protect staff and volunteers from false or unfounded allegations. If an allegation is made against a member of staff the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. If an allegation of abuse is made about a member of the teaching staff, support staff, nursery staff, governing body, someone working for externally managed services within the school or a volunteer, the Principal should be informed immediately. Allegations made against the DSL should go to the Principal. If the Principal is not available the Chairman of the Governors should be informed without delay. The colleague about whom the allegation has been made should not be informed. Allegations regarding the Principal should be made to the Chairman of the Governors or safeguarding governor without informing the Principal first. In the case of serious harm, the police should be informed from the outset. The member of staff or individual making the allegation against a member of staff must make a written, signed and dated account of the allegations as soon as possible (and certainly within 24 hours)

ALL allegations of abuse against a member of staff must be reported to the Local Authority Designated Officer (LADO) immediately. Tim Booth 01772 536694

Oakhill will not undertake their own investigation of allegations without prior consultation with the LADO, or in more serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual. The LADO's first step will be to discuss the allegation with the Principal to confirm details of the allegation and establish whether there is sufficient substance in the allegation to warrant an investigation. Suspension of the member of staff may not be an automatic response to an allegation but may be procedural and done without prejudice. Full consideration will be given to all options in order to ensure the safety and welfare of the pupil or pupils involved. To fill the need for a full and fair investigation and to ensure the school has fulfilled its obligations with regard to involving other agencies if required. Oakhill will make every effort to maintain confidentiality and to guard against unwanted publicity. The HMGov document on 'The seven rules for information sharing' will be utilised when guidance is required.

Staff must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or allegations of harm to a pupil. All staff and volunteers should follow Oakhill's Safer Working Practices Policy.

Staff should:

- Treat everyone with respect
- Provide an example for others
- Respect a young person's right to privacy
- Provide access for young people to talk to others about any concerns they may have 'A listening culture'

- Recognise and allow for the special needs of young people with disabilities and learning difficulties
- Encourage children and adults to point out attitudes or behaviour that they do not like
- Follow the advice set out in Oakhill Safer Working Practices Policy, adopt a 'it could happen here approach'

Staff should not

- Spend excessive amounts of time alone with children away from others
- Interview vulnerable young people on their own
- Meet children outside school hours or school duties
- Allow or engage in inappropriate touching of any form
- Allow children to use inappropriate language unchallenged
- Make sexually suggestive comments about or to a child, even in fun
- Do things of a personal nature that a child can do for themselves
- Belittle children in any way which will cause resentment
- Show favouritism to any individual
- Be drawn into inappropriate attention seeking behaviour such as crushes or tantrums
- Rely on your good name to protect you
- Believe 'it could never happen to me'
- Jump to conclusions about others without checking the facts.

Procedures regarding allegations that may be made against a member of staff are included within the Whistle Blowing Policy. Inappropriate behaviour would be a sign that a member of staff or any other person working with children may need reporting, for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities and inappropriate sharing of images.

Unsuitable Persons

When a person ceases to work, in whatever capacity, as employee, volunteer, contractor at Oakhill because there are grounds to believe s/he may be unsuitable to work with children, or may have committed misconduct, Oakhill have a legal duty to report this to the DBS. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual and in all cases within 14 days. It is the duty of Oakhill to make reports and to provide relevant information to the Secretary of State. Further information can be found at: www.teachernet.gov.uk/childprotection/guidance.htm

Where a teacher has been dismissed (or would have been dismissed had they not resigned) Oakhill will make a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate. The reasons such an order would be considered are, 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a conviction at any time for a relevant offence.

Oakhill will inform Ofsted of any allegations of serious harm or abuse by any person working or looking after children at the premises whether that allegation relates to harm or abuse committed on the premises or elsewhere.

This includes any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations. **Ofsted via the Disclosure and Barring Service, (DBS) will be informed as soon as is reasonably practicable, but at the latest within 14 days.**

Ofsted Contact Details

Ofsted
National Business Unit
2nd floor
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

Telephone: 08456 404040
Email: enquiries@ofsted.gov.uk

ISI Contact Details

ISI
Cap House
9-12 Long lane
London
EC1A 9HA

Tel: 0207 600 0100

Confidentiality

Confidentiality is paramount when working in the context of child protection. Training in safeguarding will ensure that every adult working in the school understands the need for and basic principles regarding confidentiality.

This will include:

- Why a member of staff must **never guarantee** confidentiality to a child.
- What they should say to a child who asks the adult to keep a secret and how the child should be advised that the information may need to be shared with others. (See procedure template)
- Who needs to be given this information?
- Who should be contacted?

It has been recognised that professionals can only work together to safeguard children if there is an exchange of relevant information between them. Any disclosure of personal information to others (including Children's Social Care services), must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention of Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictates that the

information necessarily to safeguard a child or children. Disclosure should therefore be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

Feedback to staff who report concerns to Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide on which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

Records and Monitoring

Well kept records are essential to good safeguarding (child protection) practice. Oakhill is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or part thereof, should be shared with other agencies.

- Records showing concern about the welfare or behaviour of the child are kept in the child's file in chronological order and are subject to discussion in the weekly DSL and Principals meeting.
- Staff need to be aware that these files are confidential within the school and are there as a help to relevant staff and as such are not public records
- Child Protection concerns are recorded by the DSL and are kept in a secure file
- These files are subject to strict gate keeping procedures and may only be viewed by authorised staff
- Staff held notes will become part of general school records only after concern is felt to have been resolved and then only after agreement by the Principal or DSL
- The monitoring of the administration is the responsibility of the DSL
- Monitoring records indicate sufficient concerns to warrant a referral when the DSL and the Principal consider that the child is at risk of significant harm and that the school cannot support and protect the child
- If a child transfers to another school their child protection file must be sent to the DSL at the new school. A confirmed receipt would be expected.
- Blank Notification Forms and body maps are available in the Senior and Preparatory school staff rooms, in the school kitchen and the nursery department.

All completed forms are then put into envelopes and passed on to the DSL via the school office.

- When a child leaves and the new school is unknown, the DSL will inform the local authority so the child's name can be included on the data base for missing pupils.
- Attendance at any safeguarding (child protection) conference / multi agency meeting (inc social services, police etc) would be attended by the DSL as the representative for Oakhill.

Supporting Pupils at Risk

Oakhill recognises that children who are abused or who witness abuse or violence may find it difficult to have a positive outlook on life and to have high self-esteem. School may be the only stable, secure and predictable element in the lives of the children at risk. Whilst at school, they may still present with challenging and defiant behaviour. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a measured, careful approach so that the child can receive appropriate help and support.

Oakhill will endeavour to support children through the curriculum to encourage self-esteem and self-motivation. The Catholic ethos of the school, promotes positive, supportive and a safe environment which gives all pupils and staff a sense of being respected and valued. E-safety training is carried out annually for all staff and pupils cover e-safety through the curriculum.

Self awareness / control and British values are instilled throughout all curriculum subjects in seniors and enforced by all teaching staff. Particular expectations and skills are taught specifically through PSHE lessons. Prep / early years staff enforce these values and expectations in the daily running of the school.

The implementation of the school behaviour management policy ensures a consistent approach which recognises and separates the cause of behaviour from that which is displayed.

Regular liaison with other professionals and agencies ensure support for the pupils and their families. Oakhill is committed to develop productive, supportive relationships with parents, wherever possible and as long as it is in the child's best interests to do so.

Oakhill recognises that children with SEND are particularly vulnerable to abuse and that there can be additional barriers when recognising signs of abuse and neglect in this group of children. School staff who work, in any capacity, with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Indicators of possible abuse are to be identified early and not assumed to be related to the child's SEND.

In some cases there may be domestic violence, drug or alcohol abuse at home. These children may also be particularly vulnerable and in need of support or protection.

The structure of Pastoral care in school : School Nurse / Class Teachers (Prep) / Nursery Nurse / Form tutors / Pastoral tutor / Personal tutor (yr10/11)

Nursery Manager / Prep Senior teacher teacher/ Vice Principal / Principal / DSL

Information for staff regarding categories of child abuse

All school and Nursery staff should be aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse

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. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in an institution or community setting by those known to them or by others (eg. via the internet). Online abuse may be used to facilitate offline abuse.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation is commonly known as 'Fabricated or induced illness (FII)'. Also included in physical abuse is Female Genital Mutilation and breast ironing.

Emotional Abuse

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. They may include limiting exploration and learning, preventing the child participating in normal social interaction or being overprotective. It may involve serious bullying (including cyber bullying) causing the children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative, (rape, oral sex or buggery) and non-penetrative acts (masturbation, rubbing, kissing and touching outside the clothing). They

may include non-contact activities, such as involving children in looking at, or the production of, sexual images, pornography, 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 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 or shelter. (Including exclusion from home or abandonment) They may fail to protect a child from physical and emotional harm or danger. They do not ensure adequate supervision including the use of inadequate care givers. They fail to ensure the child has access to appropriate medical care or treatment. It may also include neglect of, or unresponsive to, a child's basic emotional needs.

Peer on Peer Abuse

When a distinction is drawn between behaviour that is best dealt with by anti-bullying and sexting policies and more complex abusive behaviour, the Designated Safeguarding Lead must be informed immediately. Such cases will be treated as with any Safeguarding allocation as set out in this policy and advice will be taken from the LCSB Safeguarding Officer Tel: 01772 531196. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm', all the children involved, whether perpetrator or victim, are treated as being 'at risk'.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (inc cyber bullying), sexual violence and sexual harassment, sexting and hazing/initiation type violence and rituals. Staff should be clear as to the schools policies and procedures with regards to peer on peer abuse. This type of abuse must NEVER be written off as 'banter' or as part of growing up.

Pupils are educated through the curriculum and assemblies and form time about acceptable and unacceptable behaviours. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff training is given as part of the annual safeguarding training on the process of reporting, investigating and dealing with incidences of sexual violence and harassment including sexting.

Keeping Children Safe in Education 2018 (KCSIE)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Staff can also access broad government guidance on the issues listed in Keeping Children Safe in Education and below via the GOV.UK website.

- Abuse
- Bullying
- Children and the Courts
- Children missing education
- Children with family members in prison
- Child exploitation
- Drugs
- Honour based violence (so called)
- Health and Well-being
- Homelessness
- Online
- Private fostering
- Radicalisation
- Violence

Child Criminal Exploitation: county lines

Criminal exploitation of children is a widespread form of harm and a typical feature of county lines criminal activity: drug networks or gangs groom and exploit young people to carry drugs and money from urban to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes.

Child Sexual Exploitation

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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Engage – 01254 353525

Domestic Abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or

over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

If staff have a concern regarding a child that might be at risk of domestic violence they should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

Gangs

Anyone worried about a child or young person involved in, or at risk from, gangs can call the NSPCC helpline on 0808 800 5000. Helpline practitioners have been trained as part of the Home Office Ending Gang and Youth Violence programme, and can offer advice, support and information on what action to take to help young people who are in, or at risk from, a gang.

Honour Based Violence (HBV)

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and / or community. All forms of HBV regardless of motivation are abuse and should be escalated as such. If staff have a concern regarding a child that might be at risk of HBV they should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Teachers MUST personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Diversity and Hate Crime including FGM : 01254 353540

Breast Ironing

Also known as breast flattening is the process whereby young prepubescent girls breasts are ironed or ponded down by the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that young girls will be protected from harassment, rape, abduction and forced into early marriage and therefore can remain in education. Much like FGM breast ironing is a harmful cultural practice and a form of child abuse. Breast ironing in certain cultural communities is a very well kept secret between mothers and daughters and often the father remains unaware. It is a practice associated with regions of Cameroon, although there is concern that these practices have been brought to Britain by African Immigrants. There is no specific law in the UK around breast ironing. However, any practitioners concerned for a child must refer the suspected abuse to the Local Safeguarding Board.

Reporting Diversity and Hate Crime inc. FGM / Breast Ironing – 01254 353540

Forced marriage

Forcing a person to marry is a crime in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (learning difficulties, for example) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. School staff can contact the forced marriage unit if they need guidance 020 7008 0151 fmufco.gov.uk

Prevent

Prevent is the Government's strategy to respond to the challenge of extremism. It is part of a broader terrorism strategy known as Contest. Extremism is a vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also covers the calls for death of members of the armed forces.

Staff have been informed of their legal duty to prevent people from being drawn into terrorism. Staff receive regular prevent training.

Oakhill aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Indicators of someone being radicalised could include:

- Disclosing their exposure to extremist actions
- Possession of or duplication of symbols or materials associated an extremist cause

- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference whether secular or religious or views based on, but not exclusive to gender, disability, race or culture
- Attempts to impose extremist views on others
- Anti-British views

Contact Channel – DS1436 Maxine Monks 01772413029

Burnley Prevent Co-ordinator

Rob Grigorjevs, Telephone: 07854 784611

rgrigorjevs@burnley.gov.uk

Lancashire Prevent Team

Sgt Kathryn McIntyre, Telephone: 01282 472329

Email:2399@lancashire.pnn.police.uk

Sgt Gordon McGeechan, Telephone: 01282 472323

Email:2417@lancashire.pnn.police.uk

Sexting

When an incident involving youth produced sexual imagery comes to the school's attention, the incident should be referred to the DSL as soon as possible and the sexting policy followed.

Sexual violence and sexual harassment

Sexual violence and harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group of children. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The initial response to a report from a child is important and all victims should be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or harassment. If staff are in any doubt as to what to do they should speak to the DSL or one of the designated safeguarding team.

Possible indicators of abuse

Physical Abuse

There can never be a definitive list of indicators of physical abuse but the following are cause for concern. The indicators can be divided into physical and behavioural indicators

- Unexplained bruises, marks, welts, lacerations, abrasions:
 - On face, lips mouth
 - On torso, back, buttocks, thighs
 - In various stages of healing
 - Clustering forming regular patterns
 - Reflecting shape of an article used e.g. belt, buckle and electrical flex
 - On several different surface areas
 - Regularly appear after absence, weekends or holiday
 - Bite marks or fingernail marks
 - Cigar, cigarette burns especially on the soles, buttocks, palms or back
 - Immersion burns, where hands and feet or body have been forcibly immersed in very hot water
 - Patterned like electrical burner, iron etc.
 - Rope burns on arms, legs, back or torso
 - Unexplained fractures to nose, skull and facial structure in various stages of healing
 - Pain when sitting and walking, bleeding. (Female genital mutilation)

Behavioural/Emotional indicators

- Significant changes in the child's behaviour
- Difficult to comfort
- Apprehension when other children cry
- Above normal crying/irritability
- Frightened of parents or carers
- Afraid to go home
- Rebelliousness
- Behavioural extremes –aggressive – withdrawn – impulsiveness
- Regresses to child-like behaviour
- Apathy
- Depression/poor peer relations
- Panics in response to pain
- Refusal to discuss/improbable excuses given to explain injuries
- Talking about punishment which seems excessive
- Fear of parents being contacted
- Self destructive tendencies
- Chronic running away
- Children's comments which give cause for concern

Emotional Abuse

Physical indicators

- Failure to thrive
- Not growing or putting on weight
- Delays in physical development or progress

Behavioural/Emotional indicators

- Physical, mental and emotional developmental progress
- Talk about being punished in a way that seems excessive
- Over react to mistakes
- Develop sudden speech disorders
- Show fear of new situations
- Show inappropriate emotional responses to painful situations
- Demonstrate neurotic behaviour – rocking, hair twisting, thumb sucking
- Self mutilation
- Fear of parents being contacted
- Show extremes of passivity or aggression
- Become involved in drink/drug abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food
- Be seen to 'buy' affection
- Deterioration in general well-being

Emotional abuse causes damage to emotions and feelings and because it is difficult to measure it is the most difficult form of abuse to prove. Parents and carers can emotionally abuse a child by being cold and unloving and not giving or returning love and affection. They may show an active dislike of a child by being rude and unpleasant all or most of the time, being negative and always complaining instead of praising. Equally can be inconsistent by being loving one day and very unpleasant the next. Often one child in the family becomes the 'scapegoat' or focus of family unpleasantness.

Neglect

Neglect is not always easy to recognise, but the following may cause concern when considered in relation to the age of the child.

- Constant hunger
- Poor hygiene
- Inappropriate dress
- Poor state of clothing
- Consistent lack of supervision
- Unattended physical problems or medical needs
- Abandonment
- Weight problems
- Stealing food
- Constant fatigue, listlessness
- Problems in relationship with carer
- Regularly not collected on time from school
- Frequent lateness, non attendance at school

- Destructive tendencies
- Low self esteem
- Neurotic behaviour – rocking, hair twisting, thumb sucking
- Begging

Sexual Abuse

Physical indicators

- Pregnancy
- Sickness
- Excessive crying
- Difficulty in walking and sitting down
- Stained or bloody underclothing
- Pain or itching in genital area

Behavioural/Emotional indicators

The possible emotional/behavioural signs of possible sexual abuse are likely to vary according to the extent of the abuse, the duration of the abuse and their age. Children of different ages have different levels of knowledge and understanding about sexual matters. This means that sexual abuse will impact differently on a young child compared to an adolescent.

Children aged 11+

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask you if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Start wetting/soiling
- Show sudden, inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities such as music, sport, gym
- Be reluctant to undress for PE
- Become fearful of, refuse to see certain adults for no apparent reason
- Act in a sexual way inappropriate for their age
- Draw sexually explicit pictures depicting some act of abuse
- Write about sexually explicit acts that is inappropriate to their age
- Seem old beyond their years
- Develop eating disorders
- Become depressed and even attempt suicide
- Have a poor self image, self mutilate
- Continually run away
- Regress to younger behaviour patterns
- Surround themselves in previously discarded cuddly toys
- Say they are no good, evil, dirty

- Engage in criminal behaviour
- Use drink or drugs
- Unable to concentrate
- Have low self esteem
- Become abusers themselves

This list is not exhaustive.

Children who have been the victims of abuse or have witnessed violence or trauma may need additional support and care in order to develop their self esteem. Their behaviour may be challenging and Oakhill will endeavour to support the pupil in a number of ways:-

- Appropriate curriculum
- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensure that the behavioural policy provides support for vulnerable pupils
- Liaison with other agencies and professional services e.g. East Lancashire Child and Adolescent Services. (ELCAS)
- Ensure that if any child on the Child Protection register leaves Oakhill that their information is transferred to the new school and the child's social/case worker is informed. If no explanation is given the Principal will inform the LEA.

Children Missing Education

All children absent from school without warning / reason will be investigated by the school secretary, who will on the day of absence contact by telephone and / or email the parents / guardian of the child in order to establish the reason for their absence. Any child absence reported to a member of staff should be directly relayed to the school secretary, so that there is no uncalled for communication. Pupils who are absent from school for 10 days or more without a valid reason will be reported by the DSL to the Children Missing Education Officer, Pamela Kornecki on 01254 220690 .

Missing Children

Staff will immediately inform the Principal or a member of the SLG if a child goes missing or has run away.

Action will be taken internally to locate the pupil which will include a search of the premises by all available personnel. If that action fails to locate the pupil parents/carers will be informed and in the case of nursery or preparatory child the police will be contacted at this point. (See EYFS policy Missing Child Procedures)

In the event of a senior pupil going missing the police will be contacted after 4 hours or before in accordance with the circumstances and time of day.

Oakhill: A Safe Environment

Oakhill makes provision for teaching children to keep safe on- line and in other settings. Prep children upwards receive online safety education within

computing lessons; PSHE; form time and assemblies. There are also supervision policies in place to ensure safe movement around the school.

To help ensure appropriate staff/pupil relationships, all staff should read and follow the Safer Working Practices Policy which is based on the document *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*.

All visiting speakers will have pre visit checks to ensure their suitability and will be appropriately supervised.

School Security

The school is a safe and secure environment for all pupils. All classrooms are secured behind external doors with keycode entry. The school codes are changed annually. Staff are vigilant to any unknown persons on the school site. A visitors badge is required by all visitors and if not visible, staff are required in their duty of care to take the visitor to reception for a badge. All gym/leisure members are to stick to the official pathways that lead to the academy, and leisure areas are clearly marked and segregated. Key fob entry is required to enter the prep building from the academy. Leisure members cannot access this door. CCTV is monitored throughout the day in the schools main official and in the Gobs / Deputy DSL office.

Safer Recruitment

A safer recruitment policy is in place at Oakhill which means scrutinising applicants by checking passports, driving licence, national insurance card or any other form of identification acceptable to the Disclosure and Barring Service, (DBS), verifying identity and eligibility to work in the EU. All qualifications will be verified with the examination body. Two professional and two character references must be provided, including one from the current or most recent employer and will always be taken up. All staff and any non-school staff on site with pupils will undergo a DBS check prior to starting. EYFS staff will be checked before they have unsupervised access to children. Employment history must be provided on an Application Form and any discrepancies will require an explanation. The candidate will undergo a series of interviews. The candidate shall sign a declaration to state that they have the health and physical capacity to carry out the job and that they do not share a home with anyone who has a criminal record or has any conviction against children, after the offer has been made and before it is confirmed. All staff will be checked against the barred list prior to starting at Oakhill. All staff will be supervised if the DBS clearance does not arrive before they commence their employment.

All new governors will be registered with the DBS and be subject to a section 128 check before they take up their new post.

All staff of external contractors will be asked to provide a copy of their DBS provided by their employer. They will report to the main office their arrival and departure will be recorded by the school secretary.

Training and Support

Oakhill will ensure that the Designated Safeguarding Leader, Deputy Designated Safeguarding Leader will attend relevant training at least every 2 years. All staff, permanent and temporary, and volunteers will receive training at induction and permanent staff will be given an update regularly and at least annually through staff briefings and twilight sessions. The DSL and deputy DSL will also receive Multi-Agency Child Protection training within the 2 year time scale.

Staff and volunteers will be requested to sign to acknowledge they have received and read the Safeguarding policy at induction and at the end of any training to ensure the DSL has delivered training to all staff. All employees, governors and volunteers at Oakhill have received a copy of Part One and Annex A of Keeping Children Safe in Education. They have also received copies of the school's safeguarding and safer working practices policies which cover whistleblowing, staff pupil relationships, use of social media and other communications. Where applicable staff using ict within school must sign the acceptable use policy. These are important documents which are signed for and must be followed in practice.

Staff will receive annual training and updates on Prevent, on line safety and other local updates.

Staff will be informed about changes to Safeguarding policies and procedures at staff meetings and briefings and via email.

All staff will be provided with the Safeguarding policy which includes a section on children missing education and the roles of the DSL and DS Team. They will also be provided with the current KCSIE Part One, the behaviour policy for pupils and the safer working practices policy for staff.

Staff will be informed about current safeguarding issues affecting individual children on a strictly 'need to know basis'.

Useful Contact Details

Advice and support could be given by:

Designated Safeguarding Team Contact Details

All of the team can be contacted by telephone via the school office on 01254 823546 or via their individual email addresses below.

Designated Safeguarding Lead Member of SLG/ Head of PE	Sarah Smith	<u>smith.s@oakhillschool.co.uk</u>
Deputy DSL Member of SLG/ Director	Leo Baron	<u>leobaron@oakhillschool.co.uk</u>

DS Team Member of SLG/ Principal	Carmel Crouch	principal@oakhillschool.co.uk
DS Team Member of SLG/ Nursery Manager	Gemma Curley	curley.j@oakhillschool.co.uk
DS Team Member of SLG/ Nursery Manager	Angela Ragen	ragen.a@oakhillschool.co.uk
DS Team Member of SLG/ SENCo	Joanne Chatburn	chatburn.jo@oakhillschool.co.uk
DS Team Prep Teacher	Luke Lowry	lowry.l@oakhillschool.co.uk
DS Team Prep TA	Tracey Livesey	livesey.t@oakhillschool.co.uk
DS Team Nursery Nurse (Babies)	Stacey Capstick	capstick.s@oakhillschool.co.uk
DS Team	Clare Wood	wood.c@oakhillschool.co.uk

The named governor with Safeguarding responsibilities is Mrs Lorraine Higham, who can be contacted via Nikki Hunt, Clerk to the Governors
[hunt.n @oakhillschool.co.uk](mailto:hunt.n@oakhillschool.co.uk)

The Chair of Governors, Mr Anthony Baron, can be contacted via the school office on 01254 823546 or tonybaron@oakhillschool.co.uk

School Safeguarding Officer 01772 531196
Lancashire Safeguarding Unit (Child concerns)

Lancashire Safeguarding Children's Board
(Office Hours) 0300 1236720
(Out of Hours) 0300 1236721/3
lancshiresafeguarding.org.uk

Local Authority Designated Officer, (LADO)
Tim Booth (Lancs) 01772 536694
Email (Staff concerns) tim.booth@lancashire.gov.uk

The current Lancashire Children's Social Care referral form can be found here:

<http://www.lancashirechildrenstrust.org.uk/web/viewdoc.aspx?id=117022>

Children's Services Referrals
(Office hours) 0845 053 0009
(Out of hours) 0845 602 1043
e-mail cypreferrals@lancashire.gov.uk

Police	01772 203203
OFSTED	0300 123 1231
OFSTED Safeguarding Children	08456 404046 whistleblowing@ofsted.gov.uk
Safeguarding, inspection & Audit team	01772 532723 ben.gibson@lancashire.gov.uk
National Childline	0800 1111
NSPCC Child Protection Helpline	0800 800 5000 help@nspcc.org.uk
Channel referrals DS 1436 Maxine Monks Burnley Prevent Co-ordinator	01772413029
Rob Grigorjevs, Telephone: 07854 784611 rgrigorjevs@burnley.gov.uk	
Lancashire Prevent Team Sgt Kathryn McIntyre, Telephone: 01282 472329 Email: 2399@lancashire.pnn.police.uk	
Engage (CSE)	01254 353525

IF AT ANY TIME A DEFICIENCY IS FOUND IN THE SAFEGUARDING POLICY AND PRACTICE, THIS WILL BE REMEDIED IMMEDIATELY.

This policy will be monitored by the Principal, the DSL and the staff; updated as necessary and reviewed annually by the governors.

Policy Updated: March 2019

Annual Review by Governing Body: March 2019

Next Review by Governing Body: March 2020

Safeguarding and KCSIE Training for all staff : September 2018.

Prevent training: September 2018

E- safety training: September 2018

Reporting child sexual violence and sexual harassment: September 2018

Training for the Designated Safeguarding Lead December 2018

Deputy DSL Training update due April 2019

Training for EY Designated Safeguarding Leads January 2019

Safer Recruitment Training for new members of SLG January 2019

