



Oakhill

faith stronger than the oak

Oakhill Safeguarding Policy

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

PLEASE SEE ALSO COVID-19 ADDENDUM IN APPENDIX A

Contents

1. Designated Safeguarding Team Contact Details
2. Statement
3. Introduction
4. Policy aims
5. Safer Recruitment
6. Roles and Responsibilities
 - a. The Designated Safeguarding Lead
 - b. The Deputy Designated Safeguarding Leads
 - c. The Principal
 - d. The Governing Body
 - e. All staff
7. Child Protection Procedures – what to do if you have a concern
8. Making Referrals to Children’s Services
9. Allegations of abuse against staff
10. Unsuitable Persons
11. Use of Mobile Phones, Cameras and Videos (IT)
12. Confidentiality
13. Records and Monitoring
14. Supporting Pupils at Risk
15. Categories of Abuse
 - a. Physical Abuse
 - b. Sexual Abuse
 - c. Emotional Abuse
 - d. Neglect
16. Keeping Children Safe in Education (2020 update January 2021)
17. Sexual Violence and Sexual Harassment between Children in Schools:
Peer on Peer Abuse
18. Children Missing Education (CME)
19. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
20. County Lines and Gangs
21. Domestic Abuse
22. Honour Based Violence (HBV)
23. Female Genital Mutilation (FGM)
24. Mental Health
25. Forced marriage
26. Preventing Radicalisation
27. School Security and Safe Environment
28. Private Fostering Arrangements
29. General Contact Details

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	Sarah Smith	<u>smith.s@oakhillschool.co.uk</u>
Deputy DSL Member of SLG (EYFS)	Gemma Curley	<u>curley.g@oakhillschool.co.uk</u>
Deputy DSL Member of SLG (EYFS)	Angela Ragen	<u>ragen.a@oakhillschool.co.uk</u>
DS Team Member of SLG/ Principal	Jane Buttery	<u>principal@oakhillschool.co.uk</u>
DS Team Member of SLG/ SENCo	Rachael Edwards (prep) Rachel Parsons (senior)	<u>edwards.r@oakhillschool.co.uk</u> <u>parsons.r@oakhillschool.co.uk</u>
DS Team Prep Teacher	Luke Lowry	<u>lowry.l@oakhillschool.co.uk</u>
DS Team Teaching Assistant	Tracey Livesey	<u>livesey.t@oakhillschool.co.uk</u>
DS Team Teaching Assistant	Clare Wood	<u>wood.c@oakhillschool.co.uk</u>
CLA (Looked After Child) nominated staff	Michelle Steer Debbie Watson	<u>steer.m@oakhillschool.co.uk</u> <u>watson.d@oakhillschool.co.uk</u>
Named governor with Safeguarding responsibilities	Leo Baron	Can be contacted via Nikki Hunt, Clerk to the Governors <u>hunt.n@oakhillschool.co.uk</u>
Chair of Governors	Anthony Baron	<u>tonybaron@oakhillschool.co.uk</u>

2. Statement

Oakhill School and Nursery recognises that all adults, including governors, teachers and support staff, whether full-time, part-time or temporary, employed or volunteer, have a full and active part to play in protecting our pupils from harm, and that children's welfare is always of paramount concern. We should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. In considering abuse, all staff are encouraged to be alert to the fact that "it could happen here".

3. Introduction

Oakhill is committed to safeguarding and acting in the best interests of the child. The Oakhill safeguarding policy is provided for all parents and pupils on the School's website: www.oakhillschool.co.uk, for staff on the School's shared intranet, and it is also available on request from the School Office. The policy is reviewed annually and any deficiencies or weaknesses in safeguarding are remedied without delay.

Safeguarding or child protection is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical 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.

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

The term 'Children' includes 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.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) make arrangements to work together with appropriate relevant agencies to safeguard and

promote the welfare of local children, including identifying and responding to their needs. Oakhill School is committed to working with and following the procedures and advice established by the three safeguarding partners, specifically our local safeguarding partners Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) and the [Children's Safeguarding Assurance Partnership \(CSAP\) Procedures Manual](#). Oakhill undertakes to implement procedures in accordance with locally agreed inter agency procedures where applicable to independent schools, in line with statutory guidance.

This policy was written taking regard of the following guidance:

- [Keeping Children Safe in Education \(September 2020 with January 2021 update\)](#) incorporating disqualification under the Childcare Act 2006
- ISI Regulatory Requirements for Independent Schools (September 2020)
- [What to do if you're worried a child is being abused](#) (March 2015)
- [Working together to safeguard children](#)(2018, updated 2019) including non-statutory but important advice: [Information sharing](#) (2018)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (May 2018)
- [Preventing and tackling bullying](#) (2017)
- [Prevent Duty Guidance: for England and Wales](#) (July 2015 revised April 2019) supplemented by the non-statutory advice and briefing note: [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)
- [Mental health and behaviour in schools](#) (November 2018)

The policy should be read in conjunction with the following school policies:

- The Anti-Bullying Policy
- The Behaviour and Uniform Policy
- The ICT Acceptable Use Policy
- Youth Produced Sexual Imagery Policy (sexting)
- The Safer Working Practices policy (Staff Code of Conduct)
- Attendance policy and Missing Child Policy
- Children Missing Education Policy
- The Whistleblowing Policy
- Safer recruitment policy
- Extremism and anti-radicalisation policy
- Data Protection and Freedom of Information Policy

4. Policy Aims

There are three main elements to the Oakhill Safeguarding Policy:

- **Prevention:**
Through the Roman Catholic ethos of the School we have established and maintain an ethos where children feel safe and secure, are encouraged to talk and are always listened to in a caring, safe and positive environment

- **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.

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 that all staff working within the School and Nursery who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE guidance), and a single central record is kept for audit.
- 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 robust 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.
- 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 ensure that from September 2020, children throughout the school have full access to the mandatory [Relationship Education, Relationship and Sex Education and Health Education](#) as appropriate to their age
- 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 and in accordance with their Child Protection Plan, if required
- for the 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.

5. Safer Recruitment

- Oakhill operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children in compliance with Independent School Standards Regulations. Further details are given in the Safer Recruitment Policy
- All staff, at induction, receive information about the School's safeguarding arrangements, the Safeguarding Policy, Safer Working Practices (Code of Conduct) which includes guidance on staff / pupil relationships, pupil behaviour policy, the role and names of the Designated Safeguarding Lead and their deputies, and Keeping Children Safe in Education part 1 including annex A. All staff sign to say they have read and understood these.
- Staff are given the Children Missing Education policy (CME) at induction and are given guidance on the school's safeguarding response to children missing from education.
- All staff receive the ICT Acceptable Use Policy during induction and this contains guidance on acceptable use of ICT, communications and the use of social media. Staff sign to agree with the conditions contained in this policy.
- All staff receive basic safeguarding training which is regularly updated, in line with CSAP (LCSB) advice, and receive updates (for example, via email and at INSET), as required, but at least annually
- All members of staff are trained in and receive regular updates in online safety. All staff receive Prevent training.
- Staff are trained in reporting concerns, including the reporting of child on child sexual violence and sexual harassment.
- All governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of safeguarding issues, and governors are made aware of their responsibilities in Part 2 of the statutory guidance Keeping Children Safe in Education
- The names of the Designated Safeguarding Lead and deputies, are clearly advertised in the school

6a. Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is a member of the School's Senior Leadership Group. In addition to the role and responsibilities of all staff, the key elements of the role of DSL are:

- to hold the lead responsibility for safeguarding and child protection (including online safety) in the School, this responsibility is not able to be delegated
- to be alert to the specific needs of children in need, including those with special educational needs and young carers

- to act as a point of contact and support for staff to discuss concerns
- to liaise with the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) and work with other agencies in line with Working Together to Safeguard Children.
- To understand when they should consider calling the police and what to expect when they do. (NPCC- When to call the police gives further information)
- to have a working knowledge of 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
- to have a clear understanding of the access and referral process for providing early help and intervention, and offer support and advise members of staff where early help intervention is appropriate by:
 - undertaking a CAF assessment, when appropriate
 - signposting and referring to appropriate support agencies
 - leading on TAF meetings where is it appropriate
 - utilising the Children and Family Wellbeing Service
- referring to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and CSC referral form
- to 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, where applicable:
 - 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)
 - Police (cases where a crime may have been committed).
 - the Channel programme where there is a radicalisation concern via the MASH
- to 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
- to encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff in any measures the School may put in place to protect them
- to access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals
- to access resources and attend any relevant or refresher training courses and safeguarding conferences
- to keep detailed, accurate, secure written records of concerns and referrals
- to ensure that where children leave the School 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
- to 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 body regarding this
- to meet all other responsibilities as set out for DSLs in Keeping Children Safe in Education DfE 2020 updated January 2021

6b. 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. At least one of the Deputy DSLs has responsibility for and expertise to cover the EYFS.

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

6c. Role of the Principal

The Principal will liaise closely with the DSL and safeguarding team and be attentive to the concerns raised. In addition to the role and responsibilities of all staff the Principal will ensure that:

- there is a Designated Safeguarding Lead who is a member of the School's Senior Leadership Group and at least one Deputy to take the lead responsibility in dealing with child protection issues and to adequately cover the requirements of the EYFS
- each member of staff has access to and understands the School's Safeguarding policy and procedures and all staff are aware of the identity and role of the Designated Safeguarding Lead (DSL) and deputies
- the Safeguarding Policy and procedures are implemented and followed by all staff, including temporary staff and volunteers
- sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children
- the DSL and Deputy DSLs undertake training every two years (inter-agency working and informal updates) and all other staff undertake basic safeguarding training at least annually, both formally via INSET and informally via updates and staff briefings
- KCSIE part 1 and annex A have been read and understood by all staff; ensure this is updated annually and any changes or additions are covered in annual INSET especially new and part time.
- All new employees receive an appropriate induction which will clearly identify the School policies and procedures, including the Safeguarding Policy and procedures, the role and responsibility of the DSL and deputies, the safeguarding response to children who go missing from education (CME) policy, the Whistleblowing Policy the ICT Acceptable Use policy, the Code of Conduct (Safer Working Practices), Part One and annex A of KCSIE and make clear the expectations which will govern how staff carry out their roles and responsibilities.
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Whistleblowing policy

- pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- 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
- the Local Authority Designated Officer is informed of child protection concerns in cases which concern a member of staff or a volunteer and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required
- any deficiencies or weaknesses in the School's Safeguarding policy and processes are remedied without delay.

6d. Role of the Governing Body

All members of the Governing Body need to understand and fulfil their responsibilities to ensure that:

- the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#) and that they are aware of and follow their local arrangements.
- The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems
- relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. Further details are contained in the Data Protection and Freedom of Information policy.
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training
- at least one member of the governing body has completed safer recruitment training and is updated as required
- there is a designated governor with responsibility for safeguarding on the governing body at all times
- an annual review and evaluation of the Safeguarding policies and procedures and the efficiency with which the duties have been carried out takes place
- the School has procedures for dealing with allegations of abuse against staff (including the Principal), supply staff and volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors
- That any weaknesses in Safeguarding are remedied immediately

6e. 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. They have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Provide a safe environment in which children can learn
- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in school who they can approach if they are worried or have concerns
- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
- recognise and allow for the special needs of young people with disabilities and learning difficulties
- recognise the importance of mental health and the link between mental health concerns and safeguarding issues and be able to signpost guidance (see section 24)
- attend appropriate child protection training on a regular basis in line with LSCP advice, including Prevent and on-line safety and pay close attention to informal updates in order to be aware of and alert to the signs of abuse and know how to respond
- record concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed
- identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.
- **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. Parental consent is not required for referral to statutory agencies.**
- follow the allegations procedures (section 9) if the disclosure is an allegation against a member of staff
- 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
- 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 (January 2021), the identity and role of the Designated Senior Leader, their Deputies and the team of Designated Safeguarding Persons
- sign to acknowledge they have received and read the Safeguarding policy at induction and at the end of any training and take part in any online tests set and assessed by the School's leadership team to demonstrate understanding
- follow the advice set out in Oakhill Safer Working Practices Policy, adopt an 'it could happen here approach'

7. Child Protection Procedures – what to do if you have a concern

The following procedures apply to all staff working in the School and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

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
- be clear about what is being said in terms of who, what, where and when
- Make a careful record of what was said

You should never:

- investigate or seek to prove or disprove possible abuse
- ask leading questions - only use **minimal prompts** such as, 'go on', 'tell me more', 'tell me everything you can remember'.
- ask closed questions, i.e. the ones to which children can answer 'yes' or 'no'.
- make suggestions about who, how or where someone is alleged to have touched, hit etc.
- 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

The question you should be able to answer at the end of the listening process is, "might this child be a child protection matter."

Action to be taken when abuse is suspected

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information related to the concern

2. Report it to the Designated Safeguarding Lead immediately (or to a member of the Designated Safeguarding Team in school in their absence). This should always occur as soon as possible and certainly within 24 hours.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available;
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved.
 - Any injuries
 - Explanations given by the child / adult
 - Rationale for decision making and action taken
 - Be factual – state exactly what was said. Wherever possible include any actual words or phrases used by the child
5. The records should state who was present, time, place and date. Written records must be in ink. They must be signed and dated by the author or / equivalent on electronic based records. These must be kept by the DSL.
6. The DSL, usually in consultation with the Principal, will decide whether to make a referral to Children’s Social Care. In the absence of the DSL or their Deputy, staff must be prepared to refer directly to Children’s Social Care (and the police if appropriate) if there is the potential for immediate significant harm. **Any staff member can refer their concerns to children’s social care directly. Parental consent is not required for referral to statutory agencies.**
7. If an allegation is made against a member of staff then the LADO will be informed immediately.

8. Making Referrals to Children’s Services

Where the DSL or the Principal considers a referral to Children’s Services may be required, there are thresholds for and types of referral that need to be considered. These are detailed in the [Lancashire Continuum of Need](#) which can be used to decide which level of help is required and whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the children’s social care and the police if it is appropriate.

Level 1 – Universal

At this level, needs and risks can be met through a Universal Services or a simple specific agency response.

Level 2 – Early Help

Oakhill is committed to providing our families with the right help at the right time. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

We therefore ensure that all staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help and will use the school's agreed format for letting the DSL know about any requirements.

Level 3 - Child in Need/Section 17 Referrals

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.

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.

Level 4 - Child at Risk/Section 47 Referral

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.

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 the Lancashire Children's Safeguarding Assurance Partnership (CSAP) Formerly Lancashire Safeguarding Children Board (LSCB). 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 Children's Safeguarding Assurance Partnership (CSAP) Formerly Lancashire Safeguarding Children Board (LSCB).

9. Allegations of abuse against staff

Oakhill has procedures for dealing with allegations against staff (including supply 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.

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children 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 or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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, supply staff 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.

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 [Information sharing: advice for practitioners providing safeguarding services](#) (July 2018) will be utilised when guidance is required.

Procedures regarding allegations that may be made against a member of staff are included within the Whistleblowing 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.

If an allegation is made against a member of staff working in the EYFS registered setting or an allegation is made of any abuse being made on the premises then Ofsted will be informed by the Principal as soon as is practicable and within 14 days at the latest

10. 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.

Where a teacher has been dismissed (or would have been dismissed had they not resigned) Oakhill will make a referral to the Department for Education, Teaching Regulation Agency (TRA) 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.**

11. Use of Mobile Phones, Cameras and Videos (IT)

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. This policy covers measures for internet safety, including a description of the use of filters and monitoring of usage and also gives details on the use of mobile technology, for example the management of access to 3G/4G.

The School cannot 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 2018, 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 staff room lockers 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.

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 Youth Produced Sexual Imagery (sexting) policy followed.

Adults should not take images of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child's disclosure

12. 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.

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 2018, 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.

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.

13. Records and Monitoring

Well kept records are essential to good safeguarding 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 Principal's 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 gatekeeping 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. (see section 18 – Children Missing in Education)
- KCSIE requires schools to retain a copy of all substantiated, unsubstantiated or false allegations on a staff member's personnel file (paragraph 170) but to refer only to substantiated allegations in references (paragraph 173). KCSIE requires records of all allegations (save for malicious) that meet the threshold for referral to be retained until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer (paragraph 171).

14. 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. 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 potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The DSL will be aware that a child is under the care of a social worker and will bear this in mind as a matter of routine so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review: Improving the educational outcomes of Children in Need of help and protection contains further information; the conclusion of

the review, [Help, protection, education](#) sets out action Government is taking to support this.

15. 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). Abuse may take place wholly online, or technology may be used to facilitate offline abuse.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

15a. 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

Possible indicators of 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)

Possible Behavioural/Emotional indicators of Physical Abuse

- 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

15b. 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.

Possible Physical indicators of Emotional Abuse

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

Possible Behavioural/Emotional indicators of Emotional Abuse

- 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.

15c. 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.

Possible Physical indicators of Sexual Abuse

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

Possible Behavioural/Emotional indicators of Sexual Abuse

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.

15d. 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.

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

16. Keeping Children Safe in Education 2020 update January 2021 (KCSIE)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issue, 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 Annex A of Keeping Children Safe in Education, which also provides links to other organisations and information, and via the GOV.UK website. The list of issues covered in annex A is as follows:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness

- So-called ‘honour-based’ violence (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

17. Sexual Violence and Sexual Harassment between Children in Schools: Peer on Peer Abuse

Peer on Peer Abuse

Safeguarding issues can manifest themselves via peer on peer abuse. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children at school. We recognise that children are capable of abusing their peers and this will be dealt with under our Safeguarding policy and in line with KCSIE (January 2021)

We recognise that it is more likely that girls will be victims and boys perpetrators, that those with learning difficulties, those who identify as part of the LGBT community, or who are thought by others to do so even if they are not, may be particularly vulnerable. We also recognise the vulnerability of children with SEND to peer-on-peer abuse

We recognise the different forms peer on peer abuse can take, such as: sexual violence and sexual harassment, physical abuse, sexting, initiation/hazing type violence and rituals.

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 (upskirting*). Dismissing or tolerating such behaviours risks normalising them.

**‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.*

The School aims to reduce the likelihood of peer on peer abuse through providing training to staff to promote:

- The established values and ethos of respect, friendship, courtesy and kindness;
- High expectations of behaviour;
- Clear consequences for unacceptable behaviour;
- Providing a developmentally appropriate PSE curriculum which tackles issues such as: healthy and respectful relationships, respectful behaviour and

consent, gender roles, stereotyping, equality, body confidence and self-esteem, prejudiced behaviour; teaches that sexual violence and sexual harassment is always wrong, and addresses cultures of sexual harassment

- Systems for pupils to raise concerns with staff, knowing they will be listened to, valued and believed

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, school will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in school and what services they can contact for further advice. School will engage with specialist support and interventions where necessary.

Sexual Violence and Sexual Harassment between Children in Schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

'Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.'

[Sexual Violence and Sexual Harassment between Children in Schools and Colleges DfE 2018](#)

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and staff are supported and protected as appropriate.

Responding to reports of peer-on-peer abuse, sexual violence and sexual harassment

- All staff are trained to manage a report of peer-on-peer abuse, child-on-child sexual violence or sexual harassment
- Children making a report will be taken seriously, kept safe and be well supported.
- If the report includes an online element staff will be mindful of the [Searching, Screening and Confiscation: advice for schools \(DfE 2018\)](#) guidance.
- Staff taking the report will inform the DSL or a Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to cypreferrals@lancashire.gov.uk

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis which will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.

- All other children at the School.
- The victim and the alleged perpetrator sharing classes and space at school.

This will be recorded and kept under review. In completing this assessment, the DSL will consider:

- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm caused
- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents
- Ongoing risks
- Other related issues or wider context.

The DSL will follow any of these options as appropriate:

- Manage internally
- Early Help intervention
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Children's Social Care).

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.

Where a criminal investigation into sexual assault leads to a conviction or caution, the School will, if it has not already, consider any suitable sanctions in light of the Behaviour Policy, which may include consideration of permanent exclusion. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis. The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the Anti-Bullying Policy will be applied in these cases, with recognition that any police investigation will need to take priority. When a distinction is drawn between behaviour that is best dealt with by anti-bullying and Youth Produced Sexual Images policies and more complex abusive behaviour, the Designated Safeguarding Lead must be informed immediately. Such cases will be treated as with any Safeguarding concern as set out in this policy and advice will be taken from the LCSB Safeguarding Officer 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'.

18. Children Missing Education (CME)

Oakhill recognises that all children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. (see [Children Missing Education DfE September 2016](#))

We recognise that children missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

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, following the procedures set out in our Attendance Policy. Pupils who are absent from school for 10 days or more without a valid reason will be reported by the DSL using the procedures set out in our Children Missing in Education policy.

At induction all members of teaching staff are informed of the School's Attendance Policy, the Missing Child Policy and Children Missing Education Policy. This is available on the website and from the School Office. All staff responsible for the registration of pupils are aware of the School's procedures for pupils missing from school set out in the Children Missing Education Policy, the Attendance Policy and the Missing Child Policy. These policies give full details of the School's safeguarding response to children who go missing from education.

As set out in the School's Admissions Policy, we ensure that there is a record of joiners and leavers as defined in [The Education \(Pupil Registration\) Regulations \(England\) 2006](#) and full school procedures can be found in this policy.

19. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE) or Child Criminal Exploitation (CCE) occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears

consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Exploitation can take many forms ranging from the seemingly 'consensual' relationship where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection). It involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Child sexual and criminal exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE/CCE. It is also important to recognise that some young people who are being sexually or criminally exploited do not exhibit any external signs of this abuse.

The School is aware there is a clear link between regular non-attendance at school and CSE/CCE. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL. The DSL will use the [CSE Operational Protocol Pan Lancashire](#) to assess potential risk and act accordingly if there is a concern that a child is being, or is at risk of, being sexually exploited.

20. County Lines and Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of County Lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism ([Human trafficking victims referral and assessment forms](#)) should be considered with Children's Social Care and Police colleagues.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Any concerns that a child is being or

is at risk of being criminally exploited will be passed without delay to the DSL. The School is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. If there is concern about a child's immediate safety, the Police will be contacted on 999.

Anyone worried about a child or young person involved in, or at risk from, gangs can call the NSPCC. 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.

21. Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It includes actual or threatened 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 race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. It involves the use of power and control by one person over another. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

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

22. 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 the should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

23. 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.**

24. Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the guidance in this policy and speaking to the DSL or a deputy.

School can access a range of advice to help them identify children in need of extra mental health support, which includes working with external agencies. Further information can be found in the Department of Education's advice and guidance on [Preventing and Tackling Bullying](#) and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among

young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. [Rise above](#) also provides links to materials and lesson plans.

25. 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.

26. Preventing Radicalisation

The [Prevent Duty Guidance for England and Wales \(2015, revised April 2019\)](#) places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

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.

The School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern. Staff receive training to help identify early signs of radicalisation and extremism and opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture

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 DSL. They should then follow the safeguarding procedures and refer cases to the MASH. If the matter is urgent then Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Prevent Coordinator.

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences / discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice or a feeling of failure;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs and Disability – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

However, these lists are not exhaustive, nor does they mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

27. School Security and Safe Environment

Oakhill makes provision for teaching children to keep safe online and in other settings. Prep children upwards receive online safety education within computing lessons; PSHE; form time and assemblies. Further details can be found in the ICT Acceptable Use Policy, which also contains information on maintain internet safety, the use of filters, the monitoring of usage and the management of access to 3G/4G. Staff using ICT within school must sign the acceptable use policy.

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.

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 School's main office and in the Proprietor's office. There are also supervision policies in place to ensure safe movement around the School.

28. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled. Children looked after by the local authority or who are place in

residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures and children may be privately fostered at any age.

School recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the MASH.

29. Contact Details

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	Sarah Smith	smith.s@oakhillschool.co.uk
Deputy DSL Member of SLG (EYFS)	Gemma Curley	curley.g@oakhillschool.co.uk
Deputy DSL Member of SLG (EYFS)	Angela Ragen	ragen.a@oakhillschool.co.uk
DS Team Member of SLG/ Principal	Jane Buttery	principal@oakhillschool.co.uk
DS Team Member of SLG/ SENCo	Rachael Edwards (prep) Rachel Parsons (senior)	edwards.r@oakhillschool.co.uk parsons.r@oakhillschool.co.uk
DS Team Prep Teacher	Luke Lowry	lowry.l@oakhillschool.co.uk
DS Team Teaching Assistant	Tracey Livesey	livesey.t@oakhillschool.co.uk
DS Team Teaching Assistant	Clare Wood	wood.c@oakhillschool.co.uk
CLA (Looked After Child) nominated staff	Michelle Steer Debbie Watson	Steer.m@oakhillschool.co.uk Watson.d@oakhillschool.co.uk
Named governor with Safeguarding responsibilities	Leo Baron	Can be contacted via Nikki Hunt, Clerk to the Governors hunt.n@oakhillschool.co.uk
Chair of Governors	Anthony Baron	tonybaron@oakhillschool.co.uk

Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) *Formerly Lancashire Safeguarding Children's Board*

Local Authority Designated Officers (LADO)

Blackburn with Darwen	Blackpool	Lancashire
Megan Dumpleton	Peter Charlesworth	Tim Booth
Megan.dumpleton@blackburn.gov.uk	Peter.Charlesworth@blackpool.gov.uk	Tim.booth@lancashire.gov.uk
01254 585184	01253 477541	01772 536694 01772 532723

Lancashire County Council

Tammy Tywang
School Safeguarding Officer
Safeguarding & Inspection Team
Tammy.Tywang@lancashire.gov.uk
Helpline: 01772 531196

[Lancashire Children's Social Care Referral Form](#)

Children's Services Referrals

(Office hours)

0845 053 0009

(Out of hours)

0845 602 1043

e-mail

cypreferrals@lancashire.gov.uk

LCC Whistleblowing / Practice concerns

01772 532500

Police

01772 20320

Emergencies – crime may have been committed

0845 125 3545

OFSTED Helpline

0300 123 1231

OFSTED Whistleblowing

0300 123 3155

whistleblowing@ofsted.gov.uk

OFSTED Complaints

0300 123 4666

Independent safeguarding Authority (ISA)

Updates and referrals

www.isa.gov.co.uk

National Childline

0800 1111

NSPCC Child Protection Helpline

0800 800 5000

help@nspcc.org.uk

Channel referrals

01772413029

DS 1436 Maxine Monks

Burnley Prevent Co-ordinator

Rob Grigorjevs

07854 784611

rgrigorjevs@burnley.gov.uk

Lancashire Prevent Team

Sgt Kathryn McIntyre
01282 472329
Email:2399@lancashire.pnn.police.uk

Sgt Gordon McGeechan
01282 472323
Email:2417@lancashire.pnn.police.uk

Engage (Child Sexual Exploitation) 01254 353525

Diversity and Hate Crime (including Female Genital Mutilation) 01254 353540

Forced Marriage Unit 020 7008 0151 fmufco.gov.uk

ISI Contact Details

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

Tel: 0207 600 0100

IF AT ANY TIME A DEFICIENCY IS FOUND IN THE SAFEGUARDING POLICY AND PRACTICE, THIS WILL BE REMEDIATED 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: January 2021

Last Annual Review by Governing Body: May 2020 (took place remotely – school closed due to COVID pandemic)

Next Review by Governing Body: January 2021

Safeguarding and KCSIE Training for all staff : September 2020.

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 EYFS Designated Safeguarding Leads January 2019

Safer Recruitment Training for SLG January 2019

APPENDIX A -Child protection and safeguarding: COVID-19 addendum

Contents

1. Scope and definitions
2. Core safeguarding principles
3. Reporting concerns
4. DSL (and deputy) arrangements
5. Working with other agencies
6. Monitoring attendance
7. Peer-on-peer abuse
8. Concerns about a staff member, supply teacher or volunteer
9. Contact plans
10. Safeguarding all children
11. Online safety
12. Mental health
13. Staff and volunteer recruitment
14. Safeguarding induction and training
15. Monitoring arrangements

1. Scope and definitions

This addendum applies from the start of the Autumn term 2020. It reflects updated advice from the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police) and in our case specifically our local safeguarding partners the Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) Formerly Lancashire Safeguarding Children Board (LSCB) and the and Lancashire Local Authority (LA)

It sets out changes to our normal safeguarding policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal Safeguarding Policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, for example if there is a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

Are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan

- Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are
 - On the edge of receiving support from children’s social care services
 - Adopted
 - At risk of becoming NEET (‘not in employment, education or training’)
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable by the school and/or LA

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) (2020 updated January 2021).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details)
- It is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home. This can be done as detailed in the main policy or by emailing the DSL on safeguarding@oakhillschool.co.uk

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Contact details are listed in section 29 of the Safeguarding Policy.

If our DSL (or deputy) can’t be on site, they can be contacted remotely by emailing safeguarding@oakhillschool.co.uk or using any of the contacts listed in section 29 of the Safeguarding Policy.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be either the Principal or the Vice principal who can be contacted using the email addresses in section 29 of the Safeguarding Policy.

The Principal or the Vice principal will be responsible for liaising with our off-site DSL (or deputy) to make sure they can:

- Identify the most vulnerable children in school/nursery
- Update and manage access to Safeguarding files or equivalent information if necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

We will continue to take an attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Nursery remains open to all children.

Where any child we expect to attend school/nursery doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by email and telephone.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible by asking them to update information held on the School's Information Management System and reminding them to notify us should anything change in the meantime.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education and the school's Anti-Bullying Policy when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school/nursery and those at home.

8. Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff working on site or remotely- by reporting these to safeguarding@oakhillschool.co.uk

The school/nursery will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

The school/nursery will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

We will create contact plans for children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, will set out:

- How often the school will make contact either by phone, email or through Teams – this would usually be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make additional contact should the need arise, for example by visiting the pupil's home, and how often this should take place.

Where relevant we will have agree these plans with children's social care. Where contact cannot be made and there is cause for concern, children's social care or the police should be contacted.

10. Safeguarding all children

Staff are aware that this difficult time potentially puts all children at greater risk.

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

10.1 Children returning to school/nursery

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

If necessary, the DSL (or deputy) will be given additional time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. If possible, they will use school phones and devices to make calls home. If necessary they will use personal phones but they will withhold their personal number. One to one calls will be made in line with advice given in section 11 below.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

Assistance or information can be found by emailing helpdesk@holkerit.co.uk

11.2 Outside school

Where staff are interacting with children online, they must continue to follow the requirements of the Safer Working Practices document and the IT Acceptable Use Policy. Staff should also adhere to the requirements of the Remote Learning Policy, especially with regard to use of devices, use of personal information and data protection.

If recording or live streaming lessons, teachers should either blur the background or ensure they are in a neutral area where nothing personal or inappropriate can be seen or heard. Teachers should also ensure that children are in a neutral area or blur the background if they can be seen on camera.

In a live lesson, or activity, pupils are strongly encouraged to appear on screen as this will enable them to benefit from all aspects of the lesson and allow the teacher to assess progress. Staff should bear in mind that some children might not feel comfortable, may be shy, unsure of the technology or have had a bad experience using video calls in the past. They should also be aware that some children, parents and carers may be uncomfortable with classmates being able to see into their home and some might want to conceal an issue at home, such as abuse or neglect.

If a child is reluctant to turn their camera on, teachers should refer this to a class or form teacher to consider whether they need to check in with them and their family separately to make sure there are no problems. If a member of staff is concerned about anything they have seen on a video call they should inform the DSL immediately. Staff must continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following the safeguarding procedures as set out in section 3 of this addendum.

If a member of staff needs to contact a child individually, for example to give feedback on homework or to check on a child's wellbeing, they should consider how best to do this in a way that is suitable for each child and their family. Staff should only contact children during normal school hours. If a member of staff has any concerns about speaking to a child or parent one to one, or would like support in a call or meeting, then they should speak to a member of the senior leadership team. Members of staff should keep a record of any time spent working one to one with a child whether as part of a lesson or as an individual call or meeting to discuss progress or welfare. This should include the date, time and place (e.g. breakout room, telephone call), the reason for the contact and a brief summary of the activity or discussion.

If a lesson is to be recorded, for example so that a pupil who is absent may watch it at a later point, then this can only be done with the consent of all individuals participating in the lesson. It is not possible for a pupil to record a lesson using Teams, so this can only be done at the instigation of the teacher.

We will ensure children know how to report any concerns they have back to school, and signpost them to other sources of support.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know where else they can go for support to keep their children safe online

12. Mental health

12.1 Children returning to school/nursery

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

We recognise that children and their families may have experienced grief and loss of close family members, or friends, during the pandemic. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person is no longer around.

We will aim to meet with each family virtually to discuss any bereavements that may have happened during the lockdown period prior to coming back to school or nursery, and work with them to support the child the best we can. We will also signpost to other agencies should further support be required.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. The school counsellor and DSL can offer support remotely or by telephone and form tutors will maintain weekly contact with pupils in their form and their parents.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

15. Monitoring arrangements

This policy will be reviewed as guidance from the local safeguarding partners, the LA or Department for Education is updated, and as a minimum each half term. This will be shared with the full governing body for approval.

January 2021