OCL Safeguarding and Child Protection Policy

September 2021

To be read in conjunction with Keeping Children Safe in Education 2021 Annex A and/or Annex B

CONTENT

Key Contacts for Safeguarding and Child Protection at the Academy 4

1.0 Introduction 5

2.0 What is this policy about? 6

3.0 In brief 6

4.0 In more detail 6

5.0 Who is this policy for? 6

6.0 Policy Statement 6

7.0 The requirements that apply to this policy 7

8.0 Procedures in respect of Child Abuse: 7

9.0 Flow chart for staff actions: 9

10.0 Academy Responsibilities 10

11.0 Safeguarding Children (Contextual Safeguarding) 11

12.0 Multi-Agency Safeguarding Arrangements 13

13.0 Our Locality Issues 14

14.0 Data Protection and GDPR ..... **Error! Bookmark not defined.**

15.0 Dealing with Disclosures of Abuse ..... **Error! Bookmark not defined.**

16.0 Peer on Peer Abuse 16

17.0 On-line Safety & Home Learning 23

18.0 Emotional Health & Wellbeing ..... **Error! Bookmark not defined.**

19.0 Children Missing in Education ..... **Error! Bookmark not defined.**

20.0 Female Genital Mutliation ..... **Error! Bookmark not defined.**

21.0 Honour Based Abuse 23

22.0 Training & Development of Staff 24

23.0 Allegations against Members of Staff 25

24.0 Safer Recruitment 26

25.0 Confidentiality & Record Keeping 27

26.0 EYFS within Academies 28

27.0 Health & Safety..... 29

28.0 Prevent Duty ..... **Error! Bookmark not defined.**

Appendix A – The Academy's Statutory Duty..... 32

Appendix B - The Oasis 9 Habits 33

Appendix D – Roles & responsibilities within Oasis 34

Appendix E – COVID-19 & Safeguarding..... 38

RACI Matrix 40

Document Control..... 41

Key Contacts for Safeguarding and Child Protection at the Academy

Principal (holding responsibility for safeguarding within the Academy): Anthony Williams
Contact email: anthony.williams@oasisenfield.org
Telephone: 07812 519 063

Designated safeguarding lead: Rory Sheridan
Contact email: rory.sheridan@oasisenfield.org
Telephone: 07557 170784
Safeguarding Manager: Sabah-Rose Morgan
Contact email: sabah-rose.morgan@oasisenfield.org
Telephone: 07866 185 292

Designated Looked After Children and previously looked after lead: Evelyn Tobun
Contact email: evelyn.tobun@oasishadley.org
Telephone: 07833 045 130

Mental Health Lead: Jennifer Paris
Contact email: Jennifer.paris@oasisenfield.org
Telephone: 01992 655400

Single Point of Contact for PREVENT (SPOC)
Contact email: Megan.roberts@enfield.gov.uk
Telephone: 0208 132 1292

Support to the Academy:

Regional Director: John Bradshaw
Contact email: John.bradshaw@oasisuk.org PA: Lara Fisher lara.fisher@oasisuk.org
Telephone: 0207 921 4611

Oasis National Safeguarding Team:

Director of Safeguarding:	**Jon Needham**	jon.needham@oasisuk.org
National Safeguarding Lead:	Jane Daniel	jane.daniel@oasisuk.org
National Mental Health Lead:	Vacant	

Local Authority Designated Officer (LADO): Andreas Kyraikou
Contact email: safeguardingservice@enfield.gov.uk
Telephone: 020 8379 2850

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

1.0 Introduction

1.1 As safeguarding and child protection is undertaken the Oasis vision is important. Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

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

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Everyone who is part of Oasis needs to align themselves to these ethos values. The values themselves are inspired by the life, message and example of Jesus but we make it clear that we will not impose the beliefs that underpin our ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our communities. We respect the beliefs and practices of other faiths and will provide a welcoming environment for people of all faiths and those with none.

1.2 **The Oasis 9 Habits**
The Oasis Ethos is aspirational and inspirational and something that we have to constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right every day. This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we actually do and experience.

Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves. To help us in this process of personal growth and development we have the Oasis 9 Habits. It is our bespoke and unique approach to character development. We know that by living the way of the habits, the Oasis Ethos behaviours we aspire to will become second nature to us.

We also believe that this process of continually developing our character and being transformed to become the best version of ourselves is really important for every staff member and student. Therefore, we actively promote and practice the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled.

We believe that by becoming people who live this way, by becoming the best version of ourselves, we are transformed, and we are also able to play our part in bringing transformation locally, nationally and globally.

1.3 In light of the Oasis vision, Ethos and 9 Habits, we aim to create an organisational culture that promotes flourishing and positive wellbeing for every member of staff and student – to create environments where people can discover the wholeness of life. The word we use to describe this is Shalom. Shalom means peace, wellbeing, wholeness, nothing broken, nothing missing, and everything as it should be. Along with our ethos and 9 Habits this provides a lens through which to focus - facilitating the flourishing of staff, students.

1.4 Therefore in line with the Oasis ethos and 9 Habits, Oasis Community Learning (OCL) fully recognises its responsibilities for safeguarding children. Their welfare and safety is at the heart of OCL's vision for providing 'Excellent Education at the Heart of our Communities'. In this policy, a 'child' means all children and young people under 18 years of age.

2.0 What is this policy about?

2.1 The central purpose of Oasis is to transform communities so that they are safe and healthy places to be and to live. Oasis realises that it cannot make a commitment of this kind without first being committed to the safeguarding and safekeeping of its students. In accordance with the relevant law and guidance, this policy sets out our procedures for safeguarding and child protection. It applies to all Oasis Community Learning staff (central and academy-based), Hub Council members and volunteers working at the academy.

3.0 In brief

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

4.0 In more detail

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

4.2 The academy recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes. Some may need early help or intervention from other organisations in order to overcome problems and keep them safe. Please see pages 34 & 35 for ***Looked After Children*** and/or those with ***Special Educational Needs or Disabilities***.

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

5.0 Who is this policy for?

5.1 This policy applies to the entire Oasis Multi-Academy Trust. Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in any of our Academies. Thus, everyone has a role to play in child protection and safeguarding i.e. Principals, Designated Safeguarding Leads, Staff, Suppliers, Volunteers, Board members, etc.

6.0 Policy Statement

6.1 This safeguarding and child protection policy is intended for use across the Oasis Community Learning Academies and is applicable to all Early Years, Primary, Secondary and 6th Form settings.

6.2 This policy should be followed and adhered to in all situations and circumstances when the safeguarding of our pupils is at stake.

7.0 The requirements that apply to this policy

7.1 This policy has been developed in line with the following key documents:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, updated September 2021, DfE
- Working Together to Safeguard Children, July 2018, HM Government
- Inspecting safeguarding in maintained schools and academies, September 2019, Ofsted
- Inspecting safeguarding in safeguarding in early years, education and skills settings, September 2019, Ofsted
- Sexual violence and sexual harassment between children in schools and colleges (2021) DfE
- Mental Health & Behaviour in Schools (2018) DfE
- The current Oasis E-Safety Policy
- Education for a Connected World, UKCCIS 2018
- Multi-agency Statutory Guidance on Female Genital Mutilation, July 2020, HM Government.
- Revised Prevent Duty Guidance for England & Wales, April 2021, Home Office.
- The Independent School Standards, 2015, DfE
- The Children Act 1989 and 2004 and The Education Act 2002

8.0 Procedures in respect of Child Abuse:

8.1 Child abuse exists where children have been physically or emotionally abused or severely neglected. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern Day Slavery.

Abuse of children who attend our settings are likely to be noticed by the Academy staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families

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

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

For those students with additional needs we consider the increased safeguarding issues that can occur and will put in place additional pastoral support and attention, along with ensuring any appropriate support for communication is in place.

Our Staff who work directly with children will read:

- *KCSIE 21 Part 1 & Annex B:*
- *Appendix A of this policy,*
- *Sexual violence and sexual harassment between children in schools and colleges (2021) DfE*

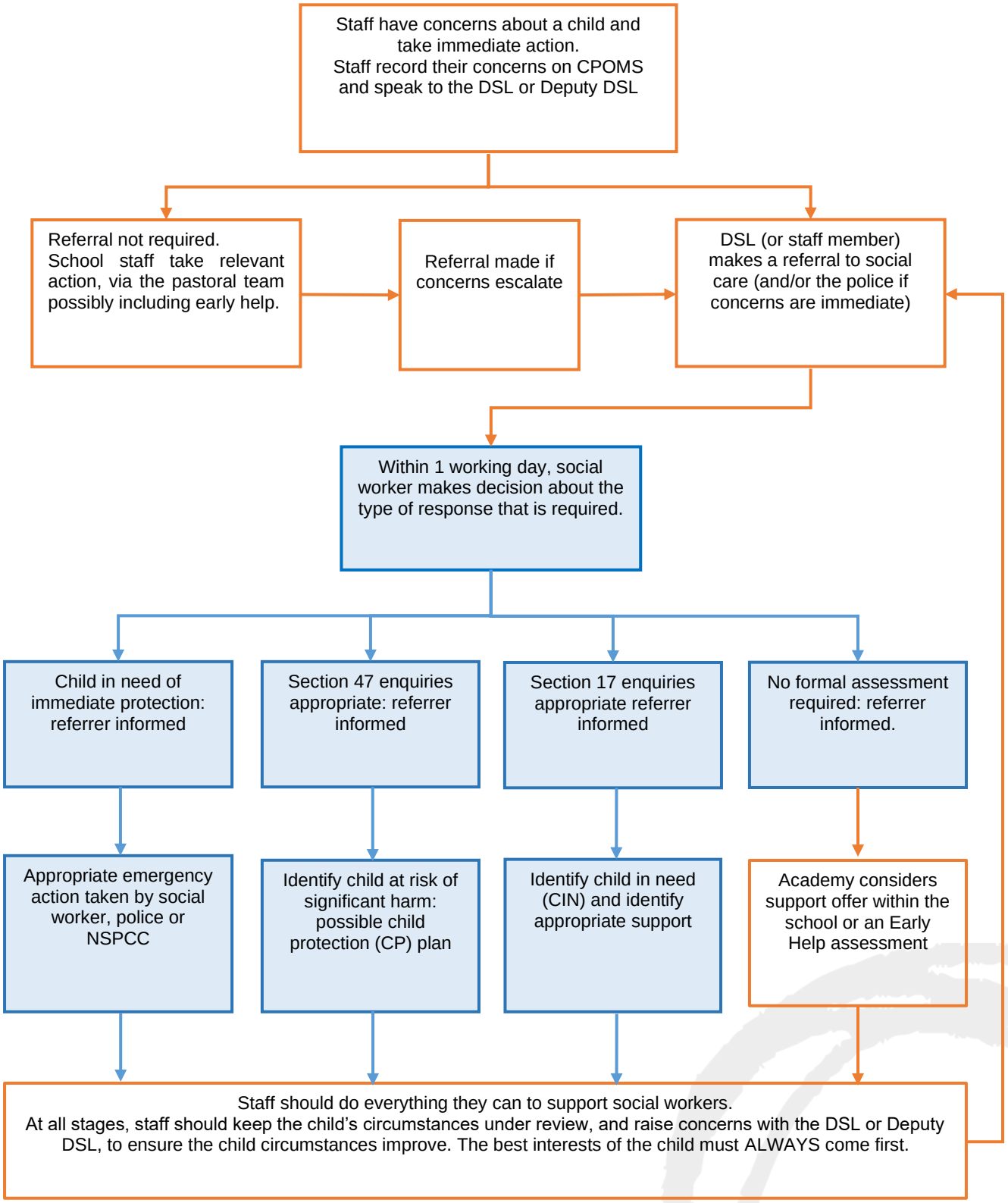
Our Staff who don't work directly with children will read:

- *KCSIE '21 Annex A*

And we will keep records of this within our school

8.3 In the event of an actual or suspected case of child abuse by adults, parents, or any other adult, it is the responsibility of staff to **report this to the Designated Safeguarding Lead (DSL) as soon as possible.**	*Our DSL team is listed on page 4.* *All our staff with use CPOMS to record their concerns about a child but will also discuss their concerns with the DSL*
8.4 A qualified Designated Safeguarding Lead (DSL) will be available to discuss any safeguarding concerns.	*The DSL will be a member of the Academy Senior Leadership Team, and the role referenced in their job description.*
8.5 The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency involved.	*During term time and normal school hours, a DSL will always be available in our Academy. For the majority of time, this will be a DSL being on site.*
8.6 The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority, and may call on appropriate members of staff for reports.	*In exceptional circumstances during normal school hours, and for after school provision, access to the DSL may be by a phone, or Teams call. This will be clearly advertised.*
8.7 It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation	*During holiday club style provision run by the Academy, access to a DSL will be through a phone call or Teams call.*
8.8 Safeguarding and child protection concerns should be considered when planning any off-site or residential visits.	*In our Academy a list of those students taking part in any trip will be passed to the Designated Safeguarding Lead (DSL) to ensure that staff are made aware of all essential information relating to the students in their care*
8.9 A confidential register will be maintained of all those students known to be at risk.	*The Academy will maintain a list of those students deemed to be vulnerable, and this list will be reviewed weekly by the DSL Team. Including Students on a CP plan, CiN Plan, EHCP, where a child has stepped down from a statutory plan, has previously been known to social services or where the DSL team assess a safeguarding vulnerability or risk.*

9.0 Flow chart for staff actions:



10.0 Academy Responsibilities

10.1 In our Academy we recognise that because of the day to day contact with children, academy staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer-on-peer abuse, victimisation and /or exploitation. Therefore we will all ensure arrangements are in place to safeguard and promote the welfare of children by:

- Maintaining an environment where all children feel secure, are encouraged to talk, and are listened to;
- Maintaining a 'Zero Tolerance' to peer-on-peer abuse;
- Ensure all children know the adults in the academy who they can approach if they have worries
- Teaching students to keep themselves safe from all forms of abuse including; child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse.

10.2 And we will support our staff by:

- Providing effective, ongoing training and development for all staff
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support pupils and their families.
- Monitoring and supporting children who are subject to child protection plans, contributing to the implementation of the plan
- Keeping meticulous, written records of concerns about children, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely. Records will include:
    - A comprehensive summary of concerns
    - Details of the concern
    - What action was taken and any follow-up
    - Actions and outcomes
- Ensuring the suitability of all staff through safe recruitment practice
- Ensuring all Oasis academy staff and volunteers understand their responsibilities with regard to safeguarding and child protection
- Ensuring that parents and carers have an understanding of the responsibility placed on the academy and its staff for safeguarding and child protection
- Maintaining awareness of those children who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols
- Maintaining clear procedures for reporting allegations against staff members

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

- Appropriate staff conduct, in line with the policy
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online
- Daily practice underpinned by the Oasis ethos, vision, values and '9 Habits' found in APPENDIX B.

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

10.4 In line with Government guidelines in KCSiE 2021, our Academy will where reasonably possible, hold more than one emergency contact number per pupil or student. This provides the Academy with additional options for making contact with a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

11.0 Safeguarding Children

11.1 Contextual Safeguarding

KCSiE 2021 writes about the importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. whether children are at risk of abuse or exploitation in situations outside their families.

Within our Academy our DSLs will consider the local context of safeguarding in their early working in any safeguarding process. This involves looking at how issues affect pupils at home, in the community and at school.

*We will ask **'what are we protecting our children from'** and consult with the LA, Staff and pupils for their views.*

11.2 Safeguarding covers a broad range and aims to achieve the following:

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

This means that in our Academy we:

- *Recognises the importance of proactive information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse*
- *Will ensure any fears about sharing information **will not be allowed** to stand in the way of protecting the safety and welfare of any or our children*
- *The Academy will maintain at least two contact numbers for each child (including numbers for parents who are separated)*

11.3 Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as:

- Staff conduct,
- Health and safety,
- Bullying,
- Peer-on-Peer Abuse,
- Online safety,
- Arrangements for meeting the medical needs, providing first aid and/or intimate care,
- Building security,
- Alcohol, drugs and substance misuse,
- Positive behaviour management
- Physical intervention and restraint (reasonable force)

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

We will record when staff have been given this policy using the OCL Annual Declaration Process and we will expect our all our staff and volunteers to adhere to it.

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

12.0 Multi-Agency Safeguarding Arrangements

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

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

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

We will also ensure that our students are kept informed of issues within their SRE and PHSE curriculum. Recognising that the risk will present differently between male and female students.

13.0 For our Locality the 5 main issues are:

These are the 5 main issues identified in our locality by the Local Safeguarding Partners, community & pupils.	**Our Academy response – what we are going to do to tackle this issue.**
CCE – Child Criminal Exploitation	CPD, Assemblies, PHSE Curriculum, Inter-agency working, Publications
CSE – Child Sexual Exploitation	CPD, Assemblies, PHSE Curriculum, Inter-agency working, Publications
Peer on Peer Abuse	CPD, Assemblies, PHSE Curriculum, Inter-agency working, Publications
Anxiety	CPD, Assemblies, PHSE Curriculum. Inter-agency working, In-house Support and Intervention, Publications.
Self-Harm	CPD, Assemblies, PHSE Curriculum, Inter-agency working, In-house Support and Intervention

14.0 Data Protection & Sharing Safeguarding Information - GDPR

14.1 In our academy the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 will not prohibit information about children being shared with specific authorities if it is for the purposes of safeguarding children and individuals at risk.

14.2 Information that could be relevant to keeping a child safe will be shared so that informed decisions can be made about a child's welfare. We recognise that we have a duty of care for our students and safeguarding is of upmost importance to us.

14.3 GDPR does not 'trump' safeguarding. Processing safeguarding data is necessary for compliance with our legal obligation to which OCL is subject. Therefore, consent is not needed for the effective sharing of safeguarding information between an academy and relevant authorities.

14.4 Photographs and films represent key ways of making memories of events within school and OCL recognises its legal obligations to Data Protection in the processing of personal data.

This means that in our academy we will apply the OCL guidance issued around photography, social media, websites and printed publications in schools:

14.5 OCL requires that in general, for the protection of children, where photographs of pupils are used in

Specific guidance for our staff can be found in the OCL Photography guidance document

school publications, including the website, the pupils should not be named. Conversely, if a pupil's name appears, the pupil's image should not.

15.0 Dealing with Disclosures of Abuse

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

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

If you see or hear something that concerns:

- *Don't ignore it*
- *Don't feel silly – if it worries you, someone else needs to know*
- *If it is related to a child being at risk – see the DSL, or Deputy DSL immediately and definitely before the child goes home that day*
- *Upload all information to CPOMS (or the agreed system for recording) and seek advice immediately from your DSL*
- *If it is something related to safeguarding, but not a child whose safety is immediately at risk – inform the appropriate Pastoral Leader via CPOMS, or the agreed system for monitoring*
- *All staff may raise concerns directly with Children's Services. If they feel an incident is not being dealt with appropriately, or they are unable to locate relevant staff*
- *Concerns about adults in the academy should be made directly to the Principal.*

Dealing with disclosures of abuse:

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

At this point, take the following steps:

- *Explain to the student that the disclosure must be reported – emphasise your trust in them.*
- *Do not promise to keep the allegation secret or that 'everything will be alright'*
- *Reassure by telling the student that they have done the right thing in telling you, do not offer physical reassurance*
- *Do not admonish in any way e.g., 'I wish you had told me sooner'*
- *Inform the DSL initially verbally*

Under no circumstances, discuss the matter with any other person - if the allegations prove to be

With the DSL, prepare a detailed report itemising: The information revealed by the student with absolutely no opinion:

- *Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported and follow-up action taken within the academy*
- *Date and sign any written record of events and action taken and keep confidential and secure (see 10.2)*
- *You must keep, in absolute confidence, a copy of the report, as will the DSL*

untrue, any such discussion would be deemed defamatory.

16.0 Peer on Peer Abuse

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

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

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

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

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

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.

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

- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

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

Even if episodes are not reported we will work under the premise that it could happen here.

In our Academy we consider all peer on peer abuse as unacceptable and will be taken very seriously.

We will always challenge behaviours that create a hostile, intimidating, degrading or humiliating environment.

We will record incidents against three categories:

- *Category 1 – Harmful Sexual Behaviours*
- *Category 2 – Sexual Harassment*
- *Category 3 – Sexual Violence*

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

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

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

We will always report episodes of 'up-skirting'

- *Up-skirting is typically defined as 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;*

Our DSL team will complete the 'Children who pose a risk to children' school safety plan to assess risk and manage the integration in school.

All disclosures will be taken seriously with those making the disclosure, kept safe and never be made to feel like they are creating a problem for reporting abuse.

17.0 Online Safety

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

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

- Oasis E-Safety Policy,
- Horizon's Policy,
- Acceptable use of Technologies,
- Web Filtering and Device Monitoring through Smoothwall Moderated Monitoring, Smoothwall Filter, Cisco Web Filter.

17.2 Technology, and risks and harms related to it evolve and changes rapidly. The Academy will carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks pupils face.

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

17.4 Where children are being asked to learn online at home Oasis will provide devices to enable this do so safely

In our Academy:

We recognise that the on-line risks fall into 4 main categories:

- ***content:*** *being exposed to illegal, inappropriate or harmful content;*
- ***contact:*** *being subjected to harmful online interaction with other users;*
- ***conduct:*** *personal online behaviour that increases the likelihood of, or causes, harm;*
- ***commerce:*** *- risks such as online gambling, inappropriate advertising, phishing and or financial scams.*

The DSL will oversee the delivery of the e-safety curriculum ensuring safeguarding is maintained.

- *Online safety is included our curriculum provision as part of providing a broad and balanced curriculum.*
- *The Horizon's iPads will have the Safer Schools app installed and activated.*
- *Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age related guidance in 'Education For a Connected World' resources: https://www.gov.uk/government/publications/education-for-a-connected-world*
- *We will undertake an annual risk assessment*
- *We will comply with the Oasis E-Safety Policy*
- *Our E-Safety and Acceptable use of Technology Policies can be found on the OCL Policy Portal or upon request.*
- *Parents will sign the Horizon's Usage Agreement.*

- *In our academy we monitor the results of our web blocking and monitoring software to ensure that our students work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.*

All our staff will work to clear guidance to provide safe and effective on-line learning. This will be delivered through Teams Classrooms using only Oasis approved devices.

18.0 Emotional Health & Well-being

18.1 Our Academies have an important role to play in supporting the mental health and wellbeing of all our pupils.	*This means that in our Academy we will:* *Ensure that all of our staff are 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.* *We will consider the impact of adverse childhood experiences (ACES) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood*
18.2 As a Trust we must ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.	*Our staff will work in a trauma responsive way to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem.* *Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance.* *If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to DSL or the Principal.* *If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.* *Where a referral to CAMHS is appropriate, this will be led and managed by the Mental Health lead in conjunction with the DSL.* *To support this we will have a Mental Health Lead in our Academy who has the Mental Health First Aid (MHFA) qualification.*
18.3 The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental of or SRE and PSHE curriculum.	*The specific content of lessons in our Academy will be determined by the specific needs of our pupils but there will always be an emphasis on enabling students to develop the skills, knowledge understanding, language and confidence to seek help, as needed, for themselves or others.*
18.4 It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education	*The DSL will liaise with the Mental Health Lead in the Academy and with the appropriate mental health professionals*

	The DSL will liaise closely with Children's Social Care Services to ensure that the appropriate approach to care is taken, including child protection services. *Where appropriate our Academy will provide 'in-house' emotional health and well-being support to our pupils.* *In the same way that pupils with physical needs have an Education Health Care plan, these plans will also be used to support pupils with mental health needs, and where appropriate written in conjunction with a mental health practitioner.*
18.5 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.	*This means that in our Academy we will as a minimum, deliver regular training about recognising and responding to mental health issues as part of our regular safeguarding training in order to enable them to keep students safe.* *We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health.* *Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.*
18.6 Our school staff may become aware of warning signs which indicate a student or a member of staff is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously. If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken.	*As an academy we will be vigilant for signs of emotional well-being concerns. These may include* • *Physical signs of harm that are repeated or appear non-accidental* • *Changes in eating/sleeping habits* • *Increased isolation from friends or family, becoming socially withdrawn* • *Changes in activity and mood* • *Lowering of academic achievement* • *Talking or joking about self-harm or suicide* • *Abusing drugs or alcohol* • *Expressing feelings of failure, uselessness or loss of hope* • *Changes in clothing – e.g. long sleeves in warm weather to cover limbs*
18.7 When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other.	*It is the aim of our Academy to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:*

- *What it is helpful for friends to know and what they should not be told*
- *How friends can best support*
- *Things friends should avoid doing/saying which may inadvertently cause upset*
- *Warning signs that their friend needs help (e.g., signs of relapse)*

Additionally, we will want to highlight with peers:

- *Where and how to access support for themselves*
- *Safe sources of further information about their friend's condition*
- *Healthy ways of coping with the difficult emotions they may be feeling*

18.8 It may be shocking and upsetting for parents/ carers to learn of their child's issues and many may respond with anger, fear or upset during the first conversation even if they already have concerns from their child's behaviours at home.

In our Academy we will work closely with parents & carers to support the whole family, unless to do so places the child at additional risk.

We will provide clear means for parents to contact the Mental Health Lead if they have further questions and arrange a follow up meeting or phone call as parents often have many questions as they process the information.

To support parents and carers at the end of each meeting we will agree next steps and always keep a brief record of the meeting on the child's CPOMS file.

19.0 Children Missing in Education

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

This means that in our academy we will:

Operate a stringent attendance tracking system that is over seen by a member of the leadership team.

We will use of effective attendance management strategies that enable us to account for every child.

Our academy will hold two telephone contact numbers for the parents of each student.

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

In our academy we will only authorise leave of absence in exceptional circumstances.

The Principal will determine the length of time that the child can be away from the academy

19.3 Leave of absence requests will be viewed against the safeguarding vulnerabilities for:
Forced Marriage (both males and females)

In our school our attendance staff are trained to look out for these triggers and the academy works in partnership with the Local Authority to ensure

Traveling to Conflict zones or countries with a higher prevalence of FGM	*localised risks are taken note of and shared with all staff.*
19.4 The DSL will, as soon as a concern is established, alert the Local Authority	*Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis.* *We will implement the SOL guidance on effective attendance to ensure effective practice in CME.* *Pupil/student absence will be followed up on a daily basis as a matter of priority.* *Where there is no response to indicate the whereabouts of the pupil/student, unless circumstances indicate that a child is at risk and immediate action is necessary.* *In our academy we will:* • *Undertake a 1st day phone call or text to try to establish the child's whereabouts,* • *Complete a home visit on the 1st day for every child who is on the academy 'vulnerable list',* • *Complete a home visit on the 3rd day who has a continuous period of unexplained absence of three days or more.* *When there is unexplained absence of 10 days or more, we will refer the matter to the Local Authority Children Missing Education team.*
19.5 The admissions register at the academy is kept up to date. The local authority will be informed of **all** deletions as soon as the grounds for deletion are met, in line with the local authority guidelines, but *no later* than deleting the pupil's name from the roll.	*Where an expression for Elective Home Education has been made by the parents/carer of a child the Academy will make every reasonable attempt to dissuade this position and will liaise and refer to Social Care Services if any safeguarding concerns exist as well as referring to the LA EHE team.* *All school files and safeguarding records will be transferred to the LA EHE team within 5 days of coming off the academy roll as illustrated in the attendance policy & guidance, with a formal copy retained and archived as per OCL policy.* ***No student will be removed from an academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.***

20.0 Female Genital Mutilation

20.1 FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such.

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

See government guidance at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/905125/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM__-_MASTER_V7_-_FINAL__July_2020.pdf

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

20.4 Four types of procedure:

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

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

20.6 Failure to report such cases MAY result in disciplinary sanctions

This means that in our academy we ensure:

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

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. The issue of FGM and other such issues will be reflected in our Academy curriculum plans and, in an age appropriate way, in incorporated into lesson plans.

As with all other safeguarding and child protection issues the DSL will lead our Academy in addressing FGM.

It is our expectation that a teacher[1] who has to report a suspicion of FGM will do this with the full support of a member of the DSL team

If any member of our staff does suspect that a girl is at risk of or has undergone FGM they will let the designated safeguarding lead know straight away and an immediate referral will be made to the Police and to Children's Social Care Services (if there is a delay in reporting it should be no later than 1 working day after disclosure).

[1] *For the purpose of FGM reporting 'teacher' is defined as those who carry out teaching, not just restricted to those who are qualified this then includes support staff with a teaching role.*

21.0 Honour Based Abuse (HBA)

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

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

21.3 In some cases they are also at risk of being killed. Some reasons that have been given for HBA are:

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

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

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

*Under **no** circumstances will we:*

Let the family or social network know about the concerns,
Speak to the child in front of family members,
Approach the family or community leaders
Attempt mediation, or
Use members of the community to interpret.

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

22.0 Training and Development of staff

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

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

This means that in our Academy

- *All staff and volunteers new to the Academy will be given appropriate Safeguarding training including ACES training as part of their induction programme to the academy.*
- *Newly recruited staff will complete the online training as part of their induction and will receive academy specific training including being made aware of local risk factors for extremism*

In addition we will make sure that:

- *Time will be given to enable this commitment to be met*
- *All academy staff will undertake annual safeguarding and child protection training as organised by the DSL*
- *Updates will feature regularly in all staff and*

ALT meetings, as appropriate

- *Local contextual issues will be addressed through staff training.*

22.3 The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings

To achieve this in our academy we will ensure that:

- *The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant training as per KCSIE 2021 requirements through the OCL DSL training course.*
- *The DSL will attend Local Authority network meetings as necessary and other appropriate inter-agency training.*
- *The DSL will attend Prevent training (such as WRAP) as provided by the Home Office and Local Authority.*
- *The Principal will attend advanced training with a designated provider identified by Oasis Community Learning*

23.0 Allegations against Members of Staff

23.1 All allegations of abuse made against a member of staff in relation to a student must be brought to the attention of **the Principal immediately**. These concerns will be categorized into two:

- Allegations that may meet the Harms criteria.
- Concerns that do not meet the Harms threshold e.g. favoritism, inappropriate behaviour or language.

23.2 If the allegation meets Harms criteria, the Principal (or other lead person) must report it to the Local Authority Designated Officer the same day. If it is alleged that a teacher or member of staff (including a volunteer) has:

- *Behaved in a way that has harmed a child, or may have harmed a child*
- *Possibly committed a criminal offence against or related to a child*
- *Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.*
- *Behaved or may have behaved in a way that indicates they may not be suitable to work with children*

23.3 For other allegations the Principal and DSL will decide if further enquiries are required

This means that in our Academy where the Principal considers that a referral appears to meet the LADO criteria, the Principal will inform the Local Authority's Designated Officer within 1 working day.

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

All LADO referrals will also be reported to the via the in-house recoding system:
https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fe76ilpSN-vlDmS3FG4r3RrJURUlEVFFWRFJJN0tUWVFMNjczRTEyQ1AwQS4u

Within 1 working day all concerns and allegations should be raised with:

- *For allegations about a member of staff, including supply staff – these should be reported to the Principal only.*
- *For allegations about the Principal/Executive Principal – these should be made to the Regional Director.*
- *For allegations about a Hub worker working for OCP – these should be made to the OCP National Director*

prior to referral to the Local Authority Designated Officer.

23.4 The Local Authority's Designated Officer must be informed of all allegations that come to the Academy's attention that meet the criteria so that he/she can consult police and social care colleagues as appropriate.

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

- *For allegations about a member of an OCL national team - these should be made to the Regional Director.*
- *For allegations about the Regional Director – these should be made to the Chief Executive's Office.*

Where an allegation is made against a supply teacher, the Principal will immediately contact both the agency concerned and the LADO. Our Academy will support any investigation that is required.

The Principal will act as the 'case manager' and following the direction of the LADO will commission an investigation and liaise with the LADO as to the actions required.

During an investigation our Academy it may be that a member of our staff could be suspended or redeployed to work that is not regulated activity.

At the conclusion of any investigation if enough evidence is gathered to have foundation then a referral will be made to the DBS Authority as soon as possible.

Concerns that do not meet the Harms threshold will be fully investigated within our Academy and the appropriate actions recorded in the personnel files.

Where allegations are found to be unsubstantiated or false these will not be recorded in personnel files and action will be considered against those who raised the allegation.

24.0 Suitability of staff and safe recruitment practices

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

In our academy we will ensure that staff and volunteers working at the academy are suitable to do so.

We will follow the specific procedures are outlined in:

- *OCL Recruitment & Selection Policy*
- *Recruitment Toolkit*

24.2 Keeping Children Safe in Education 2021 states that schools will be required to complete a risk assessment for each volunteer.

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

Where the volunteers is not in regulated activity we will undertake an enhanced DBS but are not legally

	allowed to do a barred list check. *'Due Diligence' checks will be made on any speaker invited to host an assembly or speak to students during lessons*
24.3 The Single Central Record (SCR) is an important part of the academy's commitment to Safeguarding and will be maintained by a member of the office management team. It will then be audited on a regular basis	*In our school the SCR will be overseen and directly managed by the Principal and reviewed:* • *Every half term by the Principal* • *By the MET Team during their visit* • *By the Regional Directors as part of their regular annual visit schedule* • *By the National Safeguarding Team as part of a systems and practice review or on request* *This will allow us to sustain effective safeguarding at our academy.*

25.0 Confidentiality and Record Keeping

25.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Principal and potentially external investigating agencies	*At our school we will take any disclosure very seriously.*
25.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's own sake.	*We will seek to reassure our students that the matter will be only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.*
25.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils.	*If a member of the academy has a child protection concern, they must inform the DSL or Principal as soon as possible.* *These will be kept on the student's Child Protection file within CPOMS.*
25.4 As part of their contractual arrangements any external individual or organisation with the academy, be required to work in accordance with the Academies child protection and safeguarding policy.	*Any external individual or organisation contracted by the academy to work with academy students must report any child protection incidents or disclosures from students to the Principal or DSL at the earliest opportunity.*
25.5 Working in partnership with parents is important, the academy should endeavour to do this at all times. It is recognised however that there are occasions when it is in the child's best	To do this our academy will: • *Aim to help parents understand that the academy has a responsibility for the welfare of all students and has a duty to refer cases to the*

interest for work to be undertaken and referrals made without the parents initial consent to ensure the welfare and safety of our students.	*Local Authority in the best interests of the student.* • *Consider the safety of the student and, should a concern arise the DSL has the responsibility to seek advice prior to contacting parents.* • *Make all our policies available on the website and on request* • *Ensure a robust complaints system is in place to deal with issues raised by parents and carers* • *Provide advice and signpost parents and carers to other services where pupils need extra support*
25.6 Child Protection records must be kept secure and arrangements in the academy must comply with the Data Protection Policy.	*The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely.* *Information from these files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation* *In our Academy we will monitor the progress and achievement of children in need of a social worker to ensure parity in attainment between all out pupils*
25.7 Upon receipt of any request regarding direct access to academy documentation on a Child Protection file, the Principal and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.	
25.8 When a pupil transfers to another school child protection and safeguarding information will be shared with that school to ensure safe and consistent support for that child.	*To do this our academy will:* • *Find out the name of the receiving school (and, where appropriate the Local Authority)* • *Contact the relevant member of staff at that school to discuss the transfer* • *Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)* • *Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer*

26.0 Early Years Settings within Academies

26.1 As an early year's provider delivering the Early Years Foundation Stage (EYFS), the Academy aims to meet the specific	*In our academy we will ensure that all children in the nursery and reception classes, and/or two-year old*

safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

26.2 Including a member of staff responsible for leading on safeguarding within the early years provision.

provision, are able to learn, develop, be safe and healthy by providing:

- *A safe secure learning environment where children can be seen and heard at all times.*
- *A named member of staff in the DSL team.*
- *A member of staff who holds a current, paediatric first aid certificate who available on the premises at all times.*
- *A qualified 1st Aider accompanies children on school trips*
- *A designated key worker who liaises with parents and carers*
- *Routine monitoring of health and safety practices, to promote children's safety and welfare*
- *Appropriate staffing, ratios and qualifications comply with statutory guidance and can meet the needs of all children*
  - ***Nursery** 1/13 children with one member of staff a qualified teacher and at least one member of staff to hold full level 3 qualification*
  - ***Reception** class size limited to 30, led by a qualified teacher, with suitably qualified support staff)*

27.0 Health and Safety

27.1 That there is a robust interaction between the Health and Safety policy to meet the statutory responsibility for the safety of students and staff at the academy.

In our school the Principal will identify and manage risk through the use of risk assessments carried out:

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

27.2 People accessing the site will be authorised.

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

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

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

In our school we will do this by:

- *Taking necessary steps to stop the spread of infection.*
- *Administering medicines and/or intimate care only in line with our academy policy*
- *Taking appropriate action where students are unwell*
- *Notifying the HSE of any serious accident, illness or death of any child whilst at the Academy.*
- *Notifying Ofsted, in the case of children attending the early years, within 14 days.*

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

Where issues and situations regarding safeguarding and health and safety cross over these will be discussed and included in the minutes of the Academy H&S meeting.

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

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

In line with fundamental British Values and the Oasis '9 Habits' our Academy values inclusion, tolerance and the freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning healthy communities in which the Academy is based.

Both pupils and teachers have the right to speak freely and voice their opinions.

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

28.3 Our Trust is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of:

- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** – such as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Terrorism** – defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

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

28.5 The academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.
If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

The Principal and the Designated Safeguarding Lead will assess the level of risk within the academy and put actions in place to reduce that risk.

Actions for our school will include consideration of the new SRE curriculum, PSHE curriculum, SEND policy, assembly content.

Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the academy's profile, community and the Oasis ethos.

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

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

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

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

28.6 The Trust will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff.

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

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

28.8 These checks will include:

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

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

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

- *An overview of what it intends to teach or provide*
- *The ethos they promote fit easily with the 9 Habits and the Oasis ethos.*
- *Their work promotes British Values*
- *Safeguarding requirements meet Oasis standards, including liaison with the Academy if concerns arise*
- *They can provide evidence that they have practised safe recruitment and their staff have the requisite DBS checks*

Failure to comply with this would lead to termination of the agreement.

Appendix A – The Academy's Statutory Duty

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

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

This document must therefore be read, used and applied alongside Oasis policies

There may be safeguarding issues that are specific to the local area or population that need to be identified in partnership with the **Local Multi-Agency Safeguarding Arrangements** and or other agencies e.g. gang membership, FGM, CCE, CSE, extremism and the safeguarding of vulnerable adults.

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

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

Appendix B - The Oasis 9 Habits

Appendix C – Roles & responsibilities within Oasis

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

Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure they should always speak to the designated safeguarding lead or deputy – if in exceptional circumstances, the designated safeguarding lead (or deputy lead) is not available, staff should consider speaking to a member of the ALT and/or take advice from your local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

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

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

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

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

The steering group's core purpose is to provide clear guidance so that each individual Academy can implement effective, best policy and local procedures to safeguard children. It brings together:

The National Director of Academies, the Director for Safeguarding, the Oasis National Safeguarding and Mental Health leads, OCL service leaders from education, human resources, estates management, Oasis Community Partnerships and representative Principals and Designated Safeguarding Leads.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct
- Attend all relevant training and development provided by OCL
- Academy Induction training, must now include the school's behaviour policy, the potential additional safeguarding needs of SEND students and the school's procedures for managing children who are missing in education, as well as the staff code of conduct, and the child safeguarding and child protection policy
    - Staff working directly with children will read KCSIE '21 Part 1, Annex 'B' and Sexual violence and sexual harassment between children in schools and colleges (2021)
    - Staff who do not work directly with children will read KCSIE '21 Annex A
- Know how to deal with a disclosure**;** if a pupil discloses to a member of staff that they are being abused, the staff member should refer to the flowchart and follow guidance set out in this policy.
    - Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber

bullying), peer-on-peer abuse and gender based violence/sexual assaults and sexting. Further information can be found in Annex B of KCSIE '21.

- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email, available on page 4
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
    - is disabled and has specific additional needs
    - has special educational needs (whether they have a statutory education, health and care plan)
    - is a young carer
    - is frequently missing/goes missing from care or home;
    - is misusing drugs or alcohol
    - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
    - has returned home to their family from care"
- All staff must be aware of the early help process; this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. All early help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Hub Council will:

- Contribute any local, contextual information that may support children's safety and welfare.

The Principal will:

- Be responsible for the effective safeguarding of children in the academy and for developing a culture of safeguarding in all aspects of academy and Hub working.
- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
- Undertake the OCL annual safeguarding audit, and report outcomes to their RD through the academy action plan for safeguarding
- Ensure that whilst the activities of the designated safeguarding lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the designated safeguarding lead
- Meet each week with the DSL and regularly with the academy safeguarding team
- Attend advanced training with an accredited provider identified in liaison with their RD.
- Through the DSL team ensure that:
    - All staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services.
    - Encourage a culture of listening to children taking into account their wishes and feelings, making the most of every opportunity to gather their concerns.
    - Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but specifically 'those in need of a social worker' or were previously known to social services.
    - All staff and volunteers are trained sufficiently so they have the skills, knowledge and understanding necessary to keep children safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning
- Ensure that the KCSiE guidelines for effectively managing SEND and safeguarding are in place

including the 2021 updates to this area

- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children, those with additional SEN needs and SEND students to ensure that this person has appropriate training
- Communicate clearly to visitors, parents and students so everyone understands the Academy's safeguarding policy and procedures
- Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision.
- Ensure consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy)
- Bring to the attention the Regional Director safeguarding matters that require escalation to the National Teams as they occur.
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff
- Ensure the academy offers a safe environment through effective implementation of the Oasis health and safety policy to meet the statutory responsibilities for the safety of students and staff at the academy.

The Designated Safeguarding Lead is responsible for:

- Being available term time during academy hours (or the deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns;
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Principal appraised;
- Ensuring the academy's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance;
- Being aware of the latest national and local guidance and requirements and keeping the Principal and staff informed as appropriate;
- Attend accredited, enhanced training as defined by the Oasis Safeguarding Arrangements to fulfil the role;
- Ensuring that appropriate training for staff is organised according to the agreed programme with the Principal and renewed through ongoing professional development;
- Ensuring families are fully aware of the academy safeguarding policies and procedures and kept informed and involved;
- Keeping Children Safe in Education 2021 says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place;
- Ensuring that effective communication and liaison takes place between the Academy and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an academy student;
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise;
- Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child);
- Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the academy and meet the needs identified in

the child's personal education plan;
- Ensuring that e-safety actions promote safeguarding;
- Liaison with the Mental Health Lead and Mental Health Services as appropriate;
- Dealing with allegations of abuse in accordance with local and statutory procedures;
- Supporting the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate if early help is appropriate;
- Ensuring that adequate reporting and recording systems are in place;
- Ensuring relevant records are passed on appropriately when students transfer to other schools, or are being educated at alternative provision or off-site education;
- Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the Academy and ensures liaison to support the welfare and safety of the child;
- Undertaking the OCL annual safeguarding audit with the Principal and Deputy DSL;
- Providing guidance and advice on the management of peer-on-peer sexual abuse incidents;
- Tracking the progress, attainment and aspirations of children known and previously known to social care;
- Submission of safeguarding data as required.

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

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

National Safeguarding Team:

The National Safeguarding Team is responsible for the support offered to Academies around the issues of child protection, safeguarding and mental health. This is done by:

- Keeping policies and process updated and in-line with current legislation
- Offering advice and guidance around events, issues and challenges
- Providing supervision through and following critical incidents
- Supporting the national safeguarding audit and monitoring the arising action plans
- Undertaking system & practice reviews to evaluate safeguarding practice within an academy
- Leading on investigations into critical incidents and supporting serious case review investigations
- Keeping staff up-to-date with current practice, research, critical incident reviews

Appendix D – COVID-19 & Safeguarding

Oasis believes all students, regardless of their circumstances or background are entitled to education which is suitable to their age, ability, aptitude and any special educational needs

Despite the challenges a pandemic poses it remains everyone's role to recognise and respond to potential indicators of abuse and neglect. All action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by the Academy.

The DSL team should be allocated time to support staff and children regarding new concerns (and referrals as appropriate) as well as maintaining contact with vulnerable children as yet to return.

Should a student need to isolate because of an infection risk or positive test result that the DSL should undertake a risk assessment and arrange keeping in touch call (KiT) to ensure the child is safe and well.

For students assessed as vulnerable will fall into the following categories:

- Red – Students on a CP plan, CiN Plan, EHCP, where a child has stepped down from a statutory plan or where the DSL team assess critical risk – these students will be contacted each 1-2 days
- Amber – Students on a CP plan, CiN Plan, EHCP or where the DSL team assess high risk – these students will be contacted every 2-3 days
- Blue – Students on a EHCP or EHCP where the DSL team assess medium risk – these students will be contacted every 3-5 days
- Green – Students deemed to be at low risk, but still vulnerable – these student will be contacted every 5-10 days.

If students do not attend the provision or do not answer their phones on the agreed contact date:

- Try all the available numbers for the family, including the emergency contact numbers.
- Following discussion between the DSL team:
  - Re-assess the risk - does the lack of contact escalate your concerns?
  - For CP/CiN children speak to their allocated social worker or social work contact arrangements?
  - Seek advice from your local Social Care provision.

Unanswered Keeping in Touch Calls (KiT) must be reviewed and logged against the risk assessment for that child.

- All unanswered KiT Calls should receive a home visit.
- For children deemed at Critical or High risk this visit must be undertaken on the same day;
- If the risk is deemed critical (i.e. risk to life) then the DSL may also need to speak to the Police and request a 'safe & well' check.
- For medium and low risk this visit must be scheduled within that working week.

If the student is a 'child in need of a social worker' a member of the DSL team should speak to their allocated social worker or social work contact arrangements to establish if any contact has already been made by them.

Page left intentionally blank

RACI Matrix

Policy Element	Leadership				Academy				Services		Team
	OCL CEO	OCL COO	Regional Director	Safeguarding Director & Safeguarding Lead	Principal	Principal' s PA	Designated Safeguarding Lead	Deputy DSL	PD services	IT services	Whole School
Section 1. – Trust central ethos	A	R	R	R		R	R	R	R	R	R
Section 2-6 – Policy requirements	A	A	A	A		A	A	A	A	A	A
Section 7. – Relevant key documents				R							
Section 8. – Child Abuse Procedures					A						R
Section 8.4 & 8.5 – The DSL role					A		R	R			
Section 8.8 – The Academy Vulnerable Children List							A	R			
Section 10.2 – Academy responsibilities					A		R	R			
Section 11-13 - Contextual Safeguarding							A	R			
Section 12 – Data Protection & GDPR					A	R	R	R			R
Section 15– Dealing with a Disclosure							A				R
Section 16 – Peer-on-Peer Abuse					A		R				R
Section 17 – On-line Safety & On-line Learning					R		A				R
Section 17 – Honour Based Violence							A				R
Section 18 – Emotional Health & well-being				R	R		A				R
Section 19 – Children Missing to Education					A	R	R	R			
Section 20 – Female Genital Mutilation					A		R				R
Section 21 – Honour Based Abuse	A	R	A	R	A		R	R			R
Section 22 – Training & Staff development				R	R		A	R			R
Section 23 – Allegations against staff					A						
Section 24 – Safer Recruitment					A				A		
Section 25 – Confidentiality & record keeping	R	R	R	R	R	R	R	R	R	R	R
Section 26 – Early Years Settings					A						
Section 27 – Prevent responsibilities					A		R	R			R
Appendix A – Statutory duties				R	A		R	R			
Appendix B – The Oasis 9 Habits	R	R	R	R	R	R	R	R	R	R	R
Appendix C – Roles & Responsibilities within OASIS	A	R			A		R	R			
Appendix E – COVID-19 & Safeguarding					A		R	R			R

Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
2.0	01/09/2016	Kirstie Fulthorpe Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated legislation
3.0	26/09/16	Kirstie Fulthorpe Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated legislation
4.0	06/09/2017	Philip Beaumont, Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated Appendix 5&6
5.0	8/8/2018	Philip Beaumont, Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated reflecting KCSiE 2018
5.1	3/9/18	Philip Beaumont, Safeguarding and Child protection Lead for OCL	All Oasis Staff	Updated reflecting KCSIE 2018 and formatting issues
5.2	11/02/19	Paul Tarry, Safeguarding Lead for OCL	All Oasis Staff	Updated reflecting KCSiE 2018
6.0	02/09/19	Jon Needham National Safeguarding Lead	All Oasis Staff	Style & Format changes, update for KCSIE 2019
6.1	21/05/20	Jon Needham National Safeguarding Lead	All Oasis Staff	Process updates
7.0		Jon Needham National Safeguarding Lead	All Oasis Staff	Changes, update for KCSIE 2020 & Inclusion of MH & Ethos statement
8.0	1/7/21	Jon Needham Director of Safeguarding	All Oasis Staff	Updated for KCSIE '21 & inclusion of key issues

Policy Tier

☒ Tier 1

☐ Tier 2

☐ Tier 3

☐ Tier 4

Owner

Jon Needham

Contact in case of query

Jon.needham@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
	OPD pending approval		8.0

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes

☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved

☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL

☐ Currently under Consultation with Unions

☐ Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

☐ OCL website

☒ Academy website

☒ Policy portal

☐ Other: state

Customisation

☐ OCL policy

☒ OCL policy with an attachment for each academy to complete regarding local arrangements

☐ Academy policy

☐ Policy is included in Principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
	All Principals/National Teams	August 2021	8.0