

Oakmont Education

Policy

Safeguarding

Ratification	
Issue Status	Ratified
Source of ratification	Directors
Ratification Date	30/03/2023
Signature	K Price

Policy	
Version Number	3
Date Effective	30/03/2023
Review Date	03/03/2023 Reviewed 12/05/2023 KP Reviewed 04/08/2023 KP Reviewed 05/02/2024 KP Reviewed 30/06/2024 KP

Introduction

This policy complies with national statutory guidance from:

- Keeping Learners Safe 283/2022 (March 2022)
- Working Together to Safeguard People (2019)
- Social services and well-being in Wales act 2014
- Well-being of future generations (Wales) act 2015
- Rights of Children and young persons (Wales) measures 2011
- Wales safeguarding procedures
- Section 175 of the Education Act 2002
- Children Act 2004
- The Equality Act 2010
- The Social Services and Well-being (Wales) Act 2014
- Safeguarding Children: Working Together Under the Children Act 2004
- The United Nations Convention on the Rights of the Child (UNCRC)
- Female Genital Mutilation Act 2003

<https://safeguarding.wales>

Safeguarding statement

As an organisation committed to safeguarding children and young people, we acknowledge our moral and legal obligation to promote their welfare and safety. Our aim is to establish a secure and kind environment that upholds the dignity and worth of every child and young person. We remain vigilant for any indications of abuse and neglect and adhere to our procedures to guarantee that all children and young people receive the necessary assistance, protection, and justice.

These procedures apply to all members of staff, volunteers, contractors, and visitors and are in line with the policies and procedures of the relevant Local Safeguarding authority working with our children and young people.

Policy aims

- To provide all staff, volunteers, contractors, and visitors with the knowledge, skills, and resources required to meet their safeguarding and child protection responsibilities effectively.
- To promote consistent good practice in safeguarding and child protection throughout the organisation, ensuring that all children and young people are kept safe from harm.
- To demonstrate our commitment to safeguarding children and young people, as well as their families and other stakeholders, by implementing robust safeguarding policies and procedures.
- To contribute to the wider safeguarding portfolio of our service, working collaboratively with other agencies and organisations to improve safeguarding practices across the sector.
- To regularly review and update our safeguarding policy and procedures to ensure that they remain fit for purpose and aligned with national and local safeguarding guidance.

This policy should be considered in conjunction with other school policies such as our Safer Recruitment Policy, Anti-Bullying Policy, Community Values Policy, E-Safety Policy, and Physical Intervention Policy. This list is not exhaustive.

Oakmont School fully recognises its responsibility to child protection, and that every member of staff shares this responsibility.

There are three main elements to our policy:

- **Prevention** through the culture, teaching and pastoral support offered to learners.
- **Procedures** for identifying and reporting cases or suspected cases, of abuse – because of our day-to-day contact with children our staff are well placed to observe the outward signs of abuse.
- **Support** to learners who may have been abused.

For arrangements involving the Prevent agenda, please refer to our Prevent Policy which should be read in conjunction with this policy.

This policy is reviewed annually.

Commented [CR1]: Have you produced a Prevent policy yet?

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

The school will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty.
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

We ensure that the PSE and the RSE curriculum covers topics and includes activities that empower young people to understand coercion or abuse in its many forms and know how to ask for help. We offer support to those pupils who make a disclosure or may have suffered abuse.

Commented [CR2]: PSE in Wales, PSHE in England

Key Personnel

The designated safeguarding persons (DSP) are as follows:
Headteacher and Designated safeguarding person: Kelly Price
Contact details: 0330 740931.

Deputy safeguarding person: Aimee Beth Jones
Contact details: 0330 740931.

If the concern raised relates to the DSP or deputy, then issues should be reported to the Proprietor: Ben Edwards

How to report:

If you have concerns about a colleague

-Report to the DSP or deputy DSP immediately

- Email

- Call the independent whistle blowing service

Complaints/concerns about the DSP or Deputy DSP should be reported to Ben Edwards.

Concerns about the proprietor Ben Edwards should be reported to the local authority/police.

Procedures

At Oakmont School, we adhere to the Wales Safeguarding Procedures and the Keeping Learners Safe 2022 guidelines. These procedures have been approved by the Local Safeguarding Children Board. More information can be found at the following link: http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/

The school commits to:

- Appoint designated senior persons for child protection who have completed the necessary training.
- Ensure everyone in our community is aware of the designated senior person (DSP), deputy DSPs, their roles, and how to voice a concern about a DSP, if required.
- Foster an understanding that everyone has a responsibility to report child protection concerns via the appropriate channels, within the timeframes established by the Local Safeguarding Children Board (LSCB).
- Make sure staff are alert to signs of abuse and understand how to respond to a pupil who may disclose abuse.

- Provide comprehensive training for all staff members, which includes their personal responsibility, agreed local procedures, types of abuse, and how to support a child who discloses abuse.
- Develop effective collaborations with relevant agencies and comply with their enquiries regarding child protection, including attendance at initial review and child protection conferences, core group meetings, and the submission of written reports to these conferences.
- Maintain written records of concerns about children, even when there is no immediate need to refer the matter to social services.
- Ensure all records are securely stored.
- Implement recruitment and selection procedures in accordance with the Welsh Government guidance 'Keeping Learners Safe'. For more details, see our Safer Recruitment policy.
- Have a defined procedure for allegations against the Lead or Deputy DSP.
- Ensure a child-centred approach in all our activities.

Role of the Designated Senior Person (DSP)

The DSP, Kelly Price Kelly.price@oakmontservicesgroup.co.uk 0330 740931

- Implement a safer recruitment process.
- Ensure all Designated Senior Persons undertake necessary training.
- Facilitate staff induction procedures.
- Maintain an up-to-date Single Central Record that meets all statutory requirements.

Role of the Deputy Designated Senior Person (Deputy DSP)

The Deputy Designated Senior Persons, Aimee Beth Jones
0330 740931

- Ensure the implementation of this policy.
- Receive training in child protection procedures.
- Guarantee that everyone affiliated with the school is aware of this policy through safeguarding induction training as appropriate.

Reporting Concerns at Oakmont School

If a pupil discloses information, staff members must:

- Listen to the pupil, remain calm and provide reassurance.
- Allow the pupil to speak freely, accepting what they say without challenge.
- Refrain from offering opinions, criticism, or assigning blame.
- Reassure the pupil at the end of the disclosure, affirming that they have done the right thing.
- Not promise confidentiality but inform them that other people need to be informed.
- Submit a digital safeguarding concern on the behaviour watch accurately and factually, and confidentially refer it to the DSP or, in the DSP's absence, the deputy.
- Record any observed or reported injuries or bruises on a body map (without asking for any adjustment to clothing).

The Designated Senior Person (DSP) or deputies will then:

- Compile information and update records.
- Determine whether parents should be informed of the concern. If there is any doubt, advice should be sought from the Duty and Assessment team at the Local Safeguarding Children Board (LSCB).
- Decide whether to seek advice from the Duty and Assessment team at the LSCB.
- If deemed appropriate, make a referral to the LSCB.
- Inform the person who made the initial referral of their decision.
- Prepare for a case conference or core group meeting if necessary.

If a parent discloses information to the school, the Designated Senior Person or deputies:

- Should meet with the parent to take down all details.

- Must explain that they may need to seek advice from the LSCB about the disclosure.
- Will follow up with the parent once a decision has been made.

If an allegation is made against a staff member:

- The allegation should be immediately brought to the attention of the DSP or deputies if the DSP is unavailable.
- Any allegation against the DSP or headteacher/director of the school should be referred to Ben Edwards-Proprietor.
- Records of staff allegations will be securely maintained within a secure file.

Supporting the pupil at risk

As an organisation committed to safeguarding children, we acknowledge that some children may be at risk of significant harm due to a variety of factors, such as direct abuse, exposure to violence, or exploitation. Such experiences can deeply affect a child's well-being and behaviour.

We recognise that, for some children, the school environment may be the only stable, secure, and predictable element in their lives. However, if a child is suffering harm, this may manifest as changes in their usual behaviour patterns. For example, the child's behaviour at school may become challenging, defiant, or withdrawn. We are committed to identifying and supporting children who may be at risk of significant harm, working with relevant agencies to provide timely and effective interventions.

The school will endeavour to support the learner through:

- the school's ethos which:
 - promotes a positive, supportive and secure environment.
 - gives learners a sense of being valued.
 - promotes strong rapport between pupils and staff, encouraging communication.
- the content of the curriculum which encourages strong self-esteem, problem-solving and self-motivation.
- Liaison with other agencies and services that support the learner, such as local authority officers, educational welfare officers, and advocacy services among others.
- Keeping records and notifying the local authority or appropriate services such as Children's Services
- The school's Community Values Policy is aimed at supporting vulnerable pupils in the school. All staff are trained to provide a consistent approach which focuses on the purpose behind the behaviour shown by the pupil and does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that they themselves are valued. They are not to be blamed for any abuse which has occurred.
- We receive notifications from Operation Encompass and support pupils appropriately and discretely after these notifications.
- The school will maintain records and undertakes to notify Children and Young People Services as soon as there is a recurrence of a concern.

When a pupil whose name is on the child protection register leaves, the school will transfer information to the new school immediately and inform Children and Young People Services accordingly.

If a child whose name appears on the child protection register is excluded or is away from school for more than two days (or one day following a weekend) Oakmont School will notify the appropriate local services.

What is abuse?

Abuse is any behaviour towards a child or young person that is intentionally harmful, or that is neglectful, and which can cause physical, emotional, or psychological harm. It can take many forms, including physical abuse, emotional abuse, sexual abuse, neglect, and exploitation.

Physical abuse involves deliberately hurting a child or young person by physical force, which can cause injuries such as bruises, broken bones, and burns. It can also include excessive restraint or force-feeding or failing to provide a child with the basic needs for survival, such as food, clothing, and shelter.

Emotional abuse can involve verbal or non-verbal acts that cause harm to a child’s emotional well-being, such as humiliating, intimidating, or manipulating a child or young person. This can result in low self-esteem, anxiety, depression, and even self-harm.

Sexual abuse involves coercing or manipulating a child to engage in sexual activities. This can take place with or without physical contact and can also occur online. In many instances, the child might not comprehend the abusive nature of these actions. They might not even recognise the actions as inappropriate, or they could be too fearful to speak up about their experiences. This is why we’re committed to eliminating the silence surrounding child sexual abuse, offering children a platform to express themselves when they’re in need of assistance.

Neglect is a failure to provide a child with the basic needs for survival, including food, shelter, clothing, medical care, and education. It can also involve a failure to provide emotional support and protection, or a lack of attention to a child’s safety and well-being.

Exploitation involves taking advantage of a child or young person for financial or personal gain. This can include forced labour, trafficking, or making a child engage in criminal activities. It can also include upskirting, which involves taking a photograph or video under someone’s clothing without their consent, or other forms of online sexual abuse.

It is important to remember that abuse can take many forms, and that even seemingly harmless behaviour, such as teasing or ignoring a child, can be emotionally harmful and constitute abuse.

Indicators of abuse – what you might see

Indicators of abuse can present in different ways, and it is important for all staff to be aware of these signs and report any concerns immediately to the designated safeguarding lead.

Physical signs may indicate certain types of abuse, such as bruising, bleeding, or broken bones resulting from physical or sexual abuse. These injuries can also occur due to inadequate supervision of a child or young person. However, identifying physical signs can be challenging, as children may go to great lengths to conceal their injuries or abusers may threaten them to prevent them from disclosing. Therefore, staff must be aware of a range of behavioural indicators of abuse, including:

- Showing signs of pain or discomfort
- Keeping arms and legs covered, even in warm weather.
- Being concerned about changing for PE or swimming
- Looking unkempt and uncared for
- Changing eating habits
- Having difficulty making or maintaining friendships
- Appearing fearful
- Engaging in risky behaviours
- Becoming disinterested in schoolwork or activities
- Being constantly tired or preoccupied
- Being wary of physical contact
- Being involved with drugs or alcohol
- Exhibiting sexual knowledge or behaviour that exceeds the norm for their age
- Self-harm

It is important to note that individual indicators rarely provide conclusive evidence of abuse when considered in isolation. Each piece of information can assist the designated safeguarding person (DSP) in determining the best course of action. Therefore, personnel must report any concerns they have, even if they do not have “absolute proof” that the child or young person is in danger. Remember, it is not the staff’s responsibility to investigate or determine whether abuse has occurred.

What to do if a child makes a disclosure or allegation:

If a child makes a disclosure or allegation to you, you must follow the procedures outlined in Appendix 1.

Good practice

- Treat all children with respect, dignity, and kindness.
- Create and maintain a safe and inclusive environment for all children, free from discrimination and harassment.
- Ensure that children are aware of their rights, including the right to speak out and be heard, and encourage them to report any concerns they have.
- Set clear expectations for appropriate behaviour and conduct and enforce these consistently.
- Recognising that distressed behaviour may be an indicator of abuse.
- Asking the child permission before doing anything to them of a physical nature for example, administering first aid
- Create a culture of openness and transparency, where concerns can be raised without fear of reprisal.
- It is important to uphold appropriate standards of conversation and interaction with or between children, and to refrain from using sexualized or derogatory language.
- Recognise that the personal and family circumstances and lifestyles of some children may increase their risk of abuse.
- Ensure that all staff and volunteers understand their roles and responsibilities in safeguarding, and that they are aware of the school's policies and procedures.

Children with additional learning needs

We acknowledge that children with additional learning needs are at a higher risk of abuse based on statistical data. To address this, our staff who work with such children, including those with sensory impairments, or emotional and behavioural difficulties, must be especially attentive to identifying signs of abuse

Procedures to follow when a pupil makes a disclosure

A pupil might make a disclosure about something that has happened in or outside school. They may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- yours is a listening role. Do not interrupt the learner if they are freely recalling significant events. Limit any questions to clarify your understanding of what the learner is saying. Any questions should be framed in an open manner so as not to be leading.
- you must report orally to the school's **Designated Safeguarding Person (DSP)**, Kelly Price, immediately; or Aimee Beth Jones **deputy Designated safeguarding Lead (DDSP)**, in her absence.
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours). This will automatically trigger an email notification to the DSP and Deputy DSP. The record (which should be clear in its use of terminology) should record the time, date, place, and people who were present and should record the pupil's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings.
- do not give undertakings of confidentiality, tell the pupil you will need to pass this information on.
- your responsibility in terms of referring concerns ends at this point, but you should be open to enquiring what follow up has been implemented. At any point you can refer directly to Children's Services if you feel you need to. You may have a future role in terms of supporting or monitoring the learner, contributing to an assessment, implementing child protection plans and attending child protection conferences and core groups where necessary.
- If a disclosure/allegation is against a family member, it is important that parents are not informed until social services have advised that it is appropriate to do so, as this could put the learner at further risk.

The designated person will review the information provided and make appropriate decisions regarding the next steps. The school will always contact Children's Services if an appropriate course of action is unclear or, if a learner is already known to Children's Services.

Confidentiality

Confidentiality issues need to be understood if a pupil divulges information that they are being abused. A learner may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a learner is experiencing child welfare concerns. It is important that each member of staff deals with this sensitively and explains to the learner that they must inform the appropriate people who can help them, but that they will only tell those who need to know in order to be able to help. They should reassure the learner and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g., the designated person, has access to the online or paper child protection records. At all other times, they should be kept securely locked away or digitally secure and separate from the pupil's main file. If the designated person is off-site, the deputy person retains access to files.

Staff who are the subject of an allegation

Where the allegation is against a member of staff you should refer to circular 009/2014 Safeguarding Children: Working Together Under the Children Act 2004.

Allegations against members of staff may come through a variety of routes:

- Parents contact school or the education department to make a complaint.
- Police discover that a person that they are investigating is a member of education staff.
- Children's social care may carry out a Section 47 investigation and discover that one of the parents is a member of education staff.
- Children and young people may tell a member of staff that they are subjected to abuse by a member of staff.
- Where the allegation has been made by a learner, the procedures set out above must be followed.

Allegations against a member of staff will be managed by Kelly Price, Director and interim Head Teacher, the Designated safeguarding person. In her absence, this role will be fulfilled by Kelly Price, Deputy designated safeguarding person. The director Ben Edwards must be informed of all allegations. If the allegation made to a member of staff concerns the Headteacher, the individual will immediately inform Ben Edwards will consult directly with Social Services Lead Officer for Child Protection (02920 788570), the local authority education safeguarding team (02922 330879), and the police where appropriate (02920 222111).

If an allegation is made to, or within, Oakmont School against a member of staff that will, or potentially, affect the wellbeing of a learner then the school will follow the guidance detailed below.

Reporting to Social Services

All allegations of 'improper conduct' that will impact on the wellbeing of our pupils will be reported to the Lead Officer for Child Protection (02920 536 400) and their advice sought.

What information will School need to give?

Basic details about the allegation:

- If the school have already acted on it and what they have done.
- Whether the parent of the child has been informed.
- Name, date of birth and address of member of staff and of child/children involved.
- Whether there were any witnesses.

Informing parents

Parents should be informed as soon as possible. Oakmont School will assure parents that they are taking the issue seriously and inform of their rights:

- If there is an indication that the child may have been assaulted the parent has the right to go to the police.
- Parents may decide they do not want to report to the police. However, the Local Authority will in most cases need to consult the police and the police may contact the parents to check their decision.

Informing the member of staff

Commented [CR3]: Would you also want KP to be informed that an allegation has been made?

The person who is subject of the allegation needs to be informed as soon as possible after consultation with the Local Authority.

Where it is likely that police and or children's social care will be involved an agreement needs to be made with those agencies as to what information can be disclosed to the member of staff.

If the staff member is a member of a trade union or a professional association, he or she should be advised to seek support from that organisation.

If the police decide to investigate, Oakmont School will not start their own investigation before the police have decided whether or not they intend to take the case through the criminal courts.

Suspension

We will always consider suspension where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. Staff will not be automatically suspended. The power to suspend is vested in Oakmont School alone but 'we' may canvass the views of the Local Authority and the police.

Disciplinary

If the CPS decides against criminal proceedings disciplinary proceedings will always be considered. Disciplinary proceedings carry a lower 'burden of proof', based on 'in all probabilities this did happen' as opposed to 'beyond reasonable doubt'. Please consult our disciplinary policy if necessary.

Resignations and compromised agreements

If a member of staff resigns during an investigation, the investigation will continue until a conclusion has been reached. In practice continuing to investigate without the compliance of the member of staff can prove very difficult indeed, but Oakmont School will do as much as they can to reach a conclusion that can be properly recorded.

Compromise agreements will not be used in these cases. Such an agreement may include restrictions on the employer in respect of sharing details of the case.

Action on conclusion of a case

If the allegation is substantiated and the person is dismissed or Oakmont School ceases to use the person's services, the Education workforce council will be informed.

Action in respect of false or unfounded allegations

If an allegation is determined to be unfounded, the school or service should refer the matter to children's social services to decide whether the child concerned is in need of services.

On the rare occasions where it can be proved that the allegation has been deliberately invented or malicious, the school or service may ask the police to consider if any action should be taken against the person responsible. There is of course a risk in acting against a pupil in these circumstances. Children who need to disclose abuse may be deterred. In addition, a child who has made a false or malicious allegation may need some sort of support; it is after all unusual behaviour.

Oakmont School will make sure that the member of staff who has been the subject of a false allegation is properly supported and in some cases, Oakmont School may need to offer the services of a counsellor.

When an allegation of abuse is made against a member of staff, it is crucial to follow set procedures. While it is rare for a young person to make a false or malicious allegation, misunderstandings and misinterpretations of events can occur. It is also possible for a young person to make an allegation against an innocent party because they are too afraid to name the real perpetrator.

However, it is important to acknowledge that some professionals do pose a serious risk to young people, and every allegation must be taken seriously. Staff who are the subject of an allegation have the right to a fair, timely, and consistent investigation and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic, but in some cases, it may be necessary to suspend staff to ensure the protection of children.

Initial considerations: The procedures for dealing with allegations need to be applied with common sense and judgement. The Local Authority safeguarding contact should be informed of all allegations that come to a school's attention so that they can consult children's social services and the police as appropriate. The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegations

False: there is sufficient evidence to disprove the allegation

Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

Uninformed: there is no evidence or proper basis to support the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all circumstances.

Unsubstantiated: this is not the same as a false allegation. It means there is insufficient evidence to prove or disprove the allegation. The term does not imply guilt or innocence.

Safer recruitment

Our school is committed to safeguarding and promoting the welfare of children and expects all employees, agency workers, contractors and volunteers to share this commitment.

Safer recruitment is the first step to safeguarding and promoting the welfare of children in our school by the implementation of a policy and procedures that help deter, reject, prevent or detect people who might abuse children or are otherwise unsuited to working in a school environment.

All those involved in the recruitment of staff will undertake training in Safer Recruitment.

Safer recruitment means that all applicants will:

- Complete an application form.
- Provide two written referees, including at least one who can comment on the applicant's suitability to work with children/young people.
- Provide evidence of identity and qualifications
- Be checked through the disclosure and barring service (DBS) as appropriate to their role prior to starting with the company.
- Be formally interviewed following a short-listing process.
- Have reasons for leaving all health and social care employers validated.

All new members of staff will undergo an induction. Within this training staff undertake safeguarding training that includes:

- Knowledge of Safeguarding Legislation
- Understanding the definition of abuse
- Understand the definition of significant harm.
- Knowledge of the different types of abuse and indicators of abuse
- Know how to raise concerns.
- Understanding the referral process in relation to safeguarding
- Understanding the see it, stop it, report it ethos

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children by taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their consent (or those who hold parental responsibility where they are unable to give consent) for photographs to be taken or published (for example, on our website or in newspapers or publications)

Commented [CR4]: Written references?

- seek parental consent to use only the child's first name with an image.
- ensure children are appropriately dressed.
- encourage children to tell us if they are worried about any photographs that are taken of them.
- we expect all adults, including teachers, support staff, volunteers, and visitors, not to use their phones while in the presence of children. This policy always applies, including during school hours and when in the community.
- ensure pupils do not take photos during the school day as per the mobile phone contract.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent and ensure pupils are able to easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

Ensure staff are trained to understand:

How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.

All staff must understand:

- if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and victims may not always make a direct report.
- That a pupil harming a peer could be a sign that the child is being abused themselves and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- they should speak to the DSP if they have any concerns that social media is likely to play a role in the fall-out from any incident or alleged incident, including potential contact between the victim, alleged perpetrator(s) and friends from either side.

Whistleblowing

The company's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or abuse by colleagues MUST be reported to the Headteacher – if the concern is about the Headteacher, the concern should be raised with the Director of Education.

Physical Intervention

Our Policy on physical intervention is set out in a separate [document](#) and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/201.

Links to other policies

Whistleblowing
Community values
Health and Safety

Commented [CR5]: Have you produced this document yet?

GDPR
Code of conduct
Anti bullying
E-safety
PREVENT
Recruitment

Monitoring

This policy will be reviewed on an annual basis to ensure that it remains relevant and effective. However, the policy may be reviewed more frequently if significant changes in legislation or regulations occur, or if there are any incidents that may impact the effectiveness of the policy.

The review process will be conducted by the Headteacher in consultation with the relevant stakeholders.

The effectiveness of this policy will be measured using several key performance indicators, including the number of incidents reported, feedback from stakeholders, and compliance rates. The KPIs will be used to evaluate the policy's effectiveness in identifying and managing safeguarding risks.

Appendix
Alerting Allegations Of Abuse against parent/carer/family member

A member of staff observes, or is made aware, of the events which may constitute abuse

Record carefully and accurately what has been said. Avoid putting in opinion or personal judgements.

Complete behaviour intervention form or reflective account form

Do not interview the young person, or challenge the account

Is the young person in immediate danger?

Yes

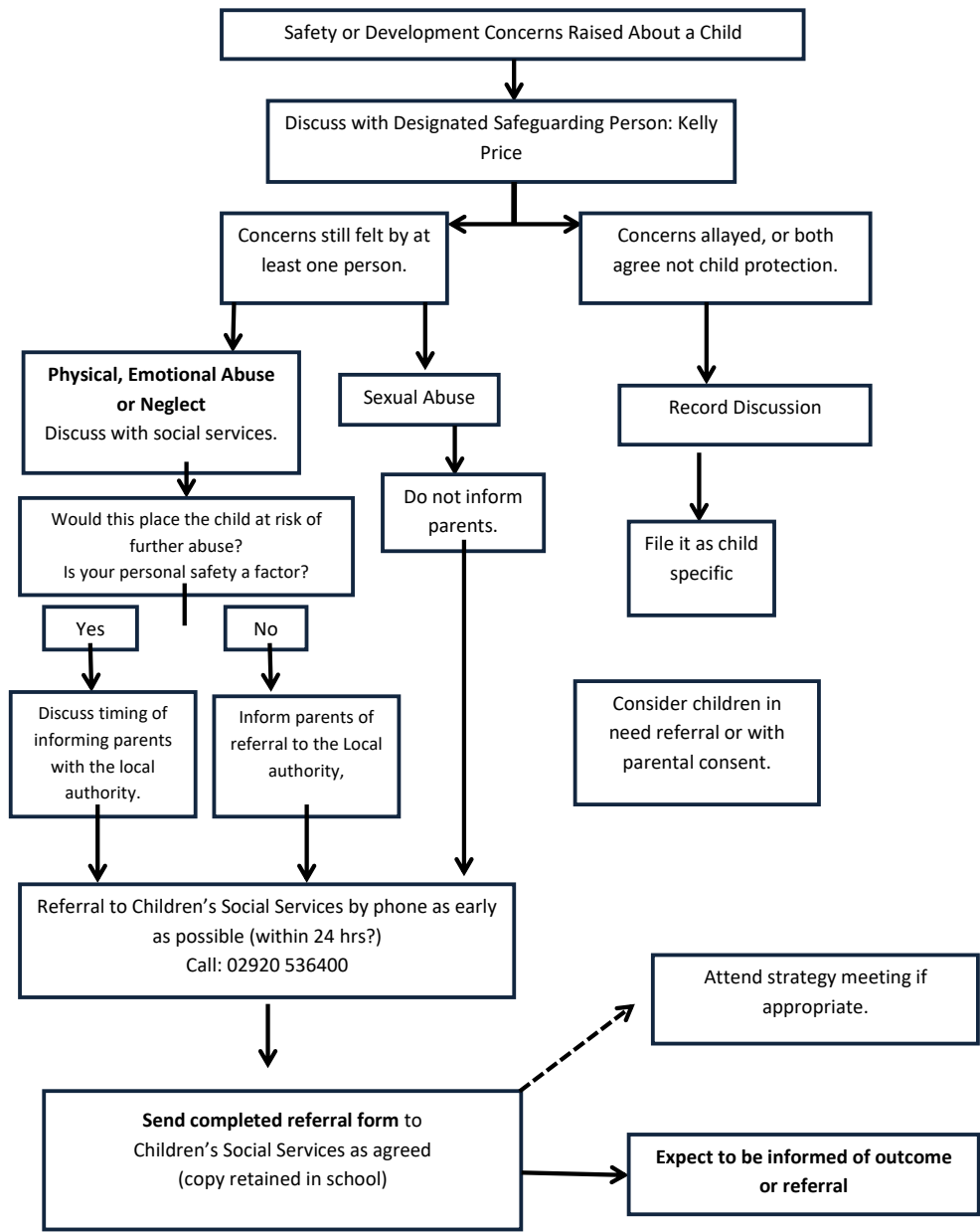
Take all immediate steps to protect the child
Inform the Headteacher or Director of Education
If required dial 999 and obtain the emergency services (Police, ambulance etc.)
Advise any medical staff or police attending of suspicions of abuse
If the reported incident has happened recently, do not contaminate or remove any forensic evidence

No

Listen carefully and ensure that the child knows that you are taking what he/she says seriously.

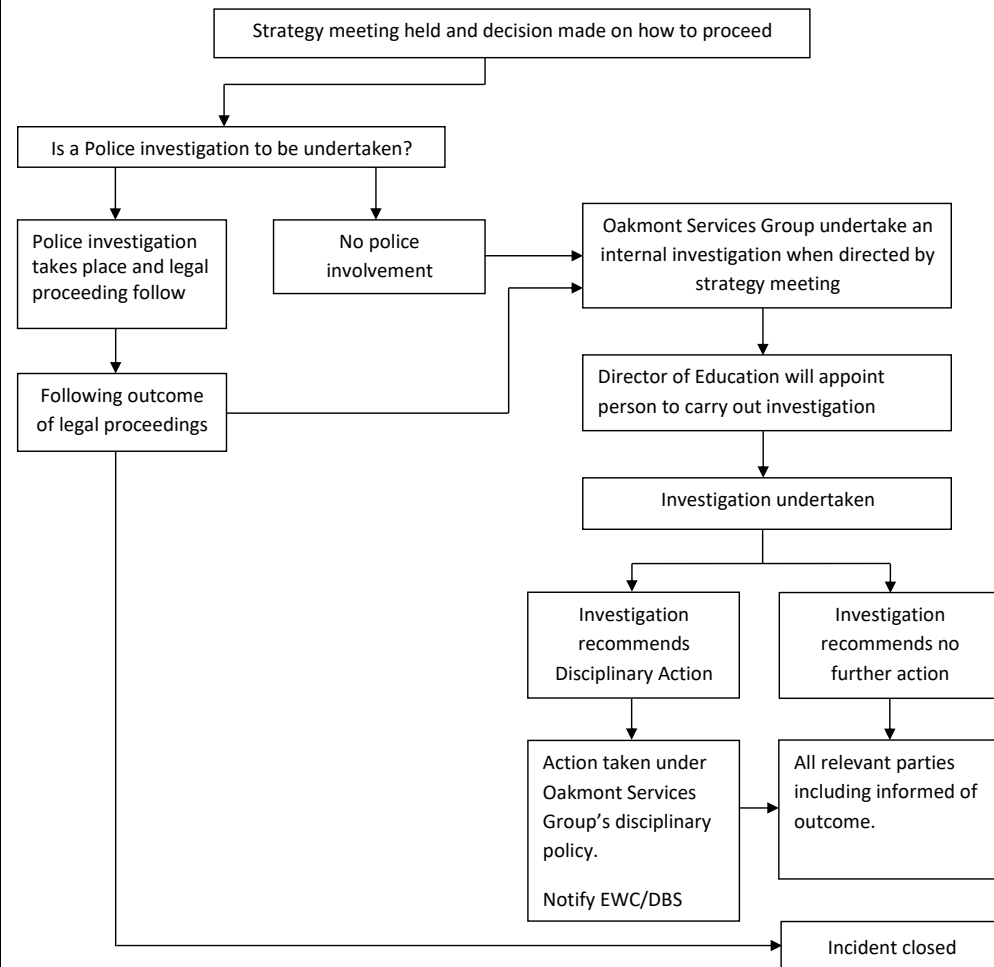
Take notes.
Stay calm.
Reassure the child that he/she is doing the right thing in telling you.
Gently find the facts BUT make sure you DO NOT ask leading questions.
Do not blame the child/young person or appear shocked or angry.
Show concern and empathy, do not comment, or make judgement.
Assure them you will help them stop what is happening.
Do not promise to keep secrets. Explain what you are going to do next in that you will need to report what they have said to someone (manager or police)
Do not confront the alleged perpetrator. If it is a colleague then do not mention the allegation to any other person other than the senior person on shift, the manager, responsible individual.
If the reported incident has happened recently, do not contaminate, or remove any forensic evidence.

Child Protection Referral Flowchart



Appendix
Investigating Allegations of [redacted] Staff Member

Once a safeguarding issue has been passed on to the Headteacher or Director of Education then the local safeguarding team will be informed. The flowchart below explains the process that takes place.



Commented [CR6]: Is this against a member of staff rather than a parent?

Oakmont School

Safeguarding Notice

As a member of the Oakmont team (either as a member of staff or visitor) it is all our responsibility to report **ANY** incidents in which:

A pupil has disclosed sensitive information.

A pupil is exhibiting a change in behaviour (aggression, sexual, withdrawn etc)

A pupil has marks on their body that are not consistent with the reason given.

A pupil is consistently absent from school.

You have witnessed an incident which has made you feel uncomfortable.

You **MUST** report your concerns in the first instance to either the Designated Safeguarding Person (DSP) or the Deputy Designated Safeguarding Person.



Kelly Price
Director and DSP



Aimee-Beth Jones
Teacher and DDSP

What you should do

- Show the young person that you've heard what they are saying, and that you take it seriously.
- Encourage the young person to talk, but don't prompt or ask leading questions.
- Do not interrupt when the young person is telling you events.
- Do not make the young person repeat it all again and again.
- Explain what actions you must take, in a way that is right for their age and understanding.
- Do not promise to keep it secret.
- Write down what you've been told, using the exact words, if possible, as soon as you can
- Make a note of the date, time, place, and people who were present at the discussion.
- Do not confront the alleged abuser.

It is better to report your concerns rather than keep them to yourself.

It is central to our duty of care that we look after everyone with Oakmont School

What you should do

Primary Contact: For any safeguarding concerns, the first point of contact is the Designated Senior Person (DSP), Kelly Price.

Secondary Contact: If Kelly Price is not available, the Deputy Designated Senior Person (DDSP), Aimee Beth Jones, should be contacted.

If the concern is about the DSP or DDSP, the Proprietor Ben Edwards must be contacted.

If the concern is about the director, Ben Edwards or the appropriate authorities should be contacted. This could be the local Police department or a Safeguarding authority.

Whistleblowing: As an alternative, if you feel uncomfortable reporting within the school's internal structure, you can use the whistleblowing procedure to report your concerns to an external body.

Oakmont Education

Child protection contact details

Information for Parents

Child protection is of utmost importance. Children should always be allowed to learn, develop, play and live in environments free from any influences that may unreasonably affect their lives. Oakmont School is no exception to this! If you become aware of an issue of child protection it is your contractual and moral duty to do your best to protect any children in our care. If you are aware of any issues they should in the first instance be discussed with Kelly Price, Head Teacher, or name Deputy Head. However, if you feel that you cannot discuss the issue with Kelly Price or name or that after your discussions that the issue causing the child protection concern has not been adequately addressed, then you MUST contact the organisations given below until the issue is resolved!

Directors
Kelly Price 07563 024170
Ben Edwards 07415 628224

Head Teacher
Kelly Price -03301 740931

Social Services
Cardiff Council Social Services – Daytime: 029 2053 6400 Out of hours: 029 2078 8570

Cardiff Local Education Authority
Name- 029 2062 9800

Local Police
South Wales Police – 029 2022 2111 (Cathays Park, Cardiff)

Barnardos
Barnardos (Cardiff) – 029 2049 3387

NSPCC
NSPCC Helpline - **0808 800 5000**

Schools Inspectorate for Wales: Estyn
Estyn (Cardiff) - 029 2044 6446
Estyn Safeguarding Officer – 02920 446 482

Childrens Commission Wales
CCS (Swansea) - 01792 765600

Each member of staff or volunteer has been given a copy of these phone numbers.

Commented [CR7]: Is this for parents? If so, make this clear in the title

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all learners. This responsibility means that the school:

- will have a Safeguarding Policy and procedures
- should make parents or carers aware of its Safeguarding Policy possibly through the school prospectus or website, and that this may require their pupil to be referred to the statutory child welfare agencies if they believe that the pupil or other pupils may be at risk of significant harm
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred
- should help parents or carers understand that if a referral is made to Children and Young People Services or the police, it has been made in the best interests of the pupil and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress.
- keep the parents or carers informed of the welfare and educational progress of the pupil.

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduces a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Independent schools are required to meet equivalent requirements under standards introduced under the terms of section 157 of the Education Act 2002.

Where a professional has a concern about a pupil, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to Children and Young People Services. However, this should only be done where such a discussion and agreement will not place a pupil at increased risk of significant harm. That advice will be provided by the local Children and Young People Services department in consultation, where appropriate, with the police.

The designated child protection person at the school should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the pupil should be informed of the process.

As a parent or carer, you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you are struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:

- make time to talk and listen to your child
- familiarise yourself with your child's friends and routine
- be sensitive to changes in behaviour
- teach your child to feel confident to refuse to do anything they feel is wrong
- be aware of your child's use of the internet and mobile phone to ensure they do not place themselves at risk.

Oakmont Education

Information for

Commented [CR8]: What number appendix is this?

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:

- you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help or can tell a friend and
- let people help to make things better by stopping the person from hurting you or your friends.

The person in this school who has special responsibility for helping you if someone is hurting you or your friends is the Director/Interim Head Teacher, Kelly Price. You can speak to any teacher or adult that you feel happy to talk to.

If you cannot talk to any of these, you can talk to one of the following organisations that will have someone who will listen to you:

Childline

A free 24-hour advice line offering counselling and support to young people suffering from abuse. The call will not show up on your phone bill.

0800 11 11

www.childline.org.uk

NSPCC

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls will not show up on your phone bill.

0808 800 5000

www.nspcc.org.uk

Children's Commissioner for Wales

Children's Champion – Independent human rights institution for children.

0808 801 1000. The lines are open from 9am to 5pm (Monday to Friday).

www.childcom.org.uk

Samaritans

Free and confidential advice and support 08457 90 90 90

www.samaritans.org.uk

Barnardo's

Barnardo's works with vulnerable children and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

020 8550 8822 (national rate, 8am–6pm Mon – Fri)

www.barnardos.org.uk

BBC One Life

This website provides advice on children and young people's rights, what to do if they are being abused and how to get help.

www.bbc.co.uk/surgery

Kidscape

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.

08451 205 204

www.kidscape.org.uk

Get Connected

Get Connected provides a free, confidential helpline that gives young people in difficult situations support and information.

0808 808 4994

www.getconnected.org

Bullying Online

Bullying Online is a website that provides information and support for a wide range of parents, pupils, teachers and youth organisations.

www.bullying.co.uk

Wise Kids

Wise Kids is a website that provides information and support on internet literacy, proficiency and knowledge of the intranet and related technologies.

www.wisekids.org.uk

Recruitment and vetting (see Safe Recruitment Policy)

The school will follow Welsh Government guidance Keeping Learners Safe 158/2015.

This will include keeping a central single record of recruitment and vetting checks.

Oakmont Education

Types of Abuse

The following are typical signs of **Abuse**, this list is not exhaustive:

- Bruises (old and new, clustered on one part of body, or on both upper arms)
- Burns
- Cuts or scars
- Marks left by a gag (or some form of restraint)
- Imprint injuries (e.g., marks shaped like fingers, thumbs, hands, belts or sticks)
- Missing teeth
- Spotty balding (from pulled hair)
- Eye injuries (black eyes or detached retinas)
- Broken bones
- Sprains
- Abrasions or scrapes
- Vaginal or rectal pain
- Bleeding from the ears, nose or mouth
- Frequent urinary tract infections or yeast infections
- Painful urination
- Abrasions, bleeding, or bruising in the genital area
- Incontinence in someone who was previously toilet-trained
- Frequent sore throats
- Sudden onset of psychosomatic complaints (males most frequently complain of stomach aches while females most frequently report headaches)
- Sudden difficulty walking or sitting

The following are typical signs of **Neglect**, this list is not exhaustive:

- Dehydration
- Poor or improper hygiene
- Poor grooming (e.g., overgrown fingernails and toenails; uncut, matted, or unclean hair; unshaven facial hair, body crevices caked with dirt)
- Malnourishment/weight loss
- A smell of urine or faeces on the person
- Clutter, filth, or bad smell in the home
- Improper sleeping, cooking, or bathing arrangements
- Infestations (e.g., fleas, lice, roaches, rodents)
- Poor skin condition or skin breakdown (such as rashes, bedsores, or open wounds)
- Lack of necessary adaptive aids such as glasses, hearing aids, leg braces walkers etc. or improper medication management
- Needed medical and dental care (including the administration of prescribed drugs) not provided
- Lack of adequate or appropriate supervision

