

Appendix 5 - Prevent Risk Assessment

Prevent Self-Assessment				
Objective: Adoption of Prevent into Mainstream Processes				
The Prevent Leader is Shanie Brown				
Governance				
No		Owner		Yes or No
1.1	Does the academy have a nominated Staff (and Academy Council) Prevent Lead?	SBr	Shanie Brown and Simon Cross	YES
1.2	Is Prevent included within the academy's Safeguarding Policy?	SBr	Yes	YES
Leadership and Management				
No		Owner	Evidence	Yes or No
2.1	Do the Senior Leadership team and Academy Council have clear understanding, shared with partners, about potential risks in the local area to assess the risk of pupils being drawn into terrorism, including support for the extremist ideas that are part of terrorist ideology?	ALT	MAM meetings are held with community leaders and the police the Principal and Safeguarding Lead attend. Intelligence is shared The school community have received training from the police around risk and tactics that extremists could employ to target children	Yes
2.2	Is Prevent an agenda item of relevant ALT meetings / planning processes?	ALT	Safeguarding is an agenda item at ALT this would include any PREVENT concerns	Yes
2.3	Is there a clear referral route for vulnerable individuals to receive support through the Channel process?	SB	The academy have previously made referrals and been involved in investigations implemented through the CHANNEL process	Yes
2.4	Are fundamental British values/ Modern Britain promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school	Whole school	Yes Our ethos promotes a modern Britain. All students, staff and volunteers are welcomed and supported we believe the 9 habits support understanding and tolerance	Yes
2.5	Does the Academy have an identified single point of contact (SPOC) in relation to Prevent?	ALT	The safeguarding Lead makes referrals in her absence the Principal will access support.	YES
Working In Partnership				
No		Owner	Evidence	Yes or No

3.1	Does the academy have engagement with wider Prevent work through their local Prevent Partnership? Including links with LA channel board?	SB	The Safeguarding Lead attends CP coordinators meetings and links with any training, new initiatives etc The safeguarding Lead can and has rung Special Branch for any advice as needed.	Yes
3.2	Is Prevent included within Information sharing protocols?	ALT	See training records	Yes
3.3	Is the academy included in an agreed Prevent Partnership Communication Policy?	SB	Updates are sent to the lead from the CHANNEL team. For example should new initiatives start we receive that information.	Yes
3.4	Do the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB)?	SB	The Safeguarding Lead attends CP Coordinators meetings. New legislation and procedures are discussed and filtered to the appropriate agency	Yes
3.5	Do the child protection policies describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB?	ALT	The child protection Policy is up to date. All information contained in the policy is relevant	YES
Staff Training				
No		Owner	Evidence	Yes or No
4.1	Does the academy have an annual policy and training review process in place?	CP	See SCR	YES
4.2	Does the academy regularly assess Prevent Training needs to raise their awareness of Prevent issues with staff and the Academy Council	SB	All staff complete CHANNEL on line training. All staff have also received training from Lincolnshire police Operation Griffin thi includes Academy Councillors.	YES
4.3	What training is given to staff members give them the knowledge and confidence to identify students who are vulnerable and at risk of being drawn into terrorism and challenge extremist ideas? Does the training include identify at risk factors and behaviours pertinent to the local context?	ALT	The safeguarding Leads vast knowledge of the community the academy serves is use to deliver relevant training and updates to all staff. Daily staff briefings are a sound platform for distributing community concerns	YES
4.4	Are staff members aware of the referrals process and what actions should be taken in response to concerns? Does this involve awareness of the Channel process?	SB	All staff have received training and are aware of the process they need to follow. They also know they can alert the CHANNEL referral team themselves when out of the work place	YES

4.5	Is Prevent included the within the academy's Safer Recruitment Policy?	ALT	See Policies	YES
4.6	Has the DSL received Prevent training from local police Workshop Raising Awareness of Prevent (WRAP)	SB	Training has been completed and attended the WRAP workshop. Any updates to training are given through the CP Coordinators meetings	YES
Safety Online				
No		Owner	Evidence	Yes or No
5.1	Does the Academy IT system have appropriate levels of filtering to ensure children are safe from terrorist and extremist material when accessing the internet in school?	ALT	IT Services Filtering Policy	YES
5.2	What processes and procedures are in place to ensure children use the internet responsibly?	ALT	Academy Operational E-Safety Document – Date copy of Acceptable Use Agreements issued to parents System checked online acceptance from students Use of Personal devices Policy All children discuss internet safety in the classroom	YES
5.3	Do staff, pupils and carers receive any Internet Safety awareness training?	ALT	Advise is given throughout the school year. The Academy take part in Internet Safety Day and children take part in Safety Week.	YES
Chaplaincy, Pastoral Support and Student Welfare				
No		Owner	Evidence	Yes or No
6.1	Does the academy have chaplaincy provision and does the provision reflect the needs of the academy demographic?	Principal and Simon Cross	The Chaplain is a member of the community and has a good knowledge of local need.	YES
6.2	What monitoring is in place of student welfare policies and procedures to ensure they are thorough and effective?	ALT	Policies are changed as needed. Practices are challenges and changed if not effective	YES
6.3	Are there prayer and faith facilities in place?	ALT	Assemblies are regular and the 9 habits are a focus. Children are given opportunity for reflection or prayer.	YES
6.4	Are any organised activities in these facilities monitored effectively?	Principal	A youth club run by the attached Hub the lead for safeguarding is Janet Berry. The academy	YES

			Safeguarding Lead act contact for concerns during term time and out of term time activities	
Academy Security: Visitors, Contractors and Venue Hire				
No		Owner	Evidence	Yes or No
7.1	Is Prevent included within the academy's Visitors Policy? How are due diligence checks conducted on visitors to the school?	ALT	All visitors are DBS if they do not have DBS they are not allowed in the academy un supervised. A Lanyard system is in place this also applies to out of school activities	YES
7.1	What arrangements in place to manage access to the Academy site by visitors and non-students/staff?	ALT	All visitors, staff and visiting agencies must enter the building through one main entrance. Everyone is signed in and out electronically and a lanyard system is in place.	YES
7.2	Is there a policy regarding the wearing of ID on site? How is it enforced?	Whole school	Yes This is enforced through the main reception office and by all school staff	YES
7.3	How are visitors identifiable on site?	Whole school	Use of lanyards and sharing information in daily briefings	YES
7.3	Does a policy set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by pupils themselves – are suitable and appropriately supervised on site, at the academy	ALT	The lanyard system and Safeguarding Protocol is very clear.	YES
7.4	Is Prevent included within the academy's venue hiring policy and what due diligence checks conducted on groups/individuals seeking to hire/use school premises?	ALT	See policy	YES
7.5	Are due diligence checks conducted on contractors working at the school or providing extracurricular activities? What are the written protocols for ensuring that any visiting contractors are suitable and appropriately supervised within the academy? Speak to your regional P+E manager if unsure.	ALT	The site manager holds all risk assessments and ensures the correct procedures are followed. It is everyone's responsibility to challenge any concerns.	YES

Appendix 6 - OASIS COMMUNITY LEARNING ACADEMY SAFEGUARDING AUDIT

ACADEMY: Oasis Academy Nunsthorpe
COMPLETED BY: Shanie Brown
The DSL is... Shanie Brown

DATE: 25/10/2018

GOVERNANCE, LEADERSHIP AND MANAGEMENT	Y N or NA	EVIDENCE
1.1 The Regional Director (RD) has systems in place to ensure strategic oversight of safeguarding at the academy through regular visits and discussions with the Principal and the Academy Council.	Y	The national calendar has three termly collections set for the RD to collect the audit and action plan, is this identified in the academy calendar? All visits are calendared and regular checks are made to ensure systems are still fit for purpose
1.2 The RD, Academy Council, Principal and key staff can demonstrate how they create a culture of vigilance within which welfare is promoted and timely and appropriate safeguarding action is taken for young people who may need early, extra help or who may be suffering or likely to suffer significant harm.	Y	When parents ask for support they are offered a Single Assessment where appropriate. The Academy staff can very often help families without the need for an Assessment providing no child is at immediate risk of harm. The Academy now have the CPOMs system. This is used by all staff and is looked at by ALT and the DSL daily. All staff members are expected to record how a child is emotionally, physically and mentally on a weekly basis. All Safeguarding concerns are recorded on the CPOMs system and action is taken immediately. All discussions held with parents/carers are expected to be recorded and any concerns that a parent may present to staff or are witnessed by staff are recorded and acted on. Weekly Pastoral Team meetings take place where team members bring any concerns. Concerns of a safeguarding nature are acted on immediately. Regular meetings are held between the DSL and Principal and decisions/actions are challenged
1.3 The RD, Academy Council, Principal and key staff are able to demonstrate how they are proactive in terms of anticipating and managing risks that young people face in the wider community.	Y	The DSL has a vast knowledge of the community the Academy serves.

The Pastoral Team, DSL and ALT ensure that they maintain positive, honest relationships with families which benefit our students.

Relevant policies are reviewed and updated as the need arises.

The DSL and Principal attend quarterly Multi Agency meetings where intelligence is gathered from Police, Children's Centres, Hub coordinators and other schools in the area. This ensures that families who are vulnerable or those who may be making families vulnerable are identified and supported.

All staff maintain good relationships with those students who have moved to Secondary schools this ensures we still have that link to what could be invisible groupings within the community.

The Academy hold an annual 'Safety Week' where other professionals are invited into the Academy to provide workshops/information to our students and families. Agencies invited in are done so as a result of a need identified by Pastoral Staff. This has included Fire Safety Officers, Police, Youth Offending (knife crime), road safety, first aid, beach safety, e safety and safety in the home.

Every morning student are given opportunity to speak out if any incidents have occurred on the estate in the time they have not been in the academy. Student voice is a high priority and all students are encouraged tell us what they think and how situations experienced make them feel.

The Rights Respecting charter delivered in the Academy has had a positive impact on student voice.

All staff are aware of the Local Authority's priorities and our Academy ethos is very much geared around these. The LA priorities are

		<p>To reduce Domestic Abuse</p> <p>To provide Early Help and Intervention</p> <p>To reduce the amount of families experiencing Neglect and to break cycles.</p> <p>To educate and reduce incidences of Child Sexual Exploitation and Child Criminal Exploitation</p> <p>The new curriculum is designed with our students in mind to give them the best opportunities to learn and thrive</p>
1.4 The RD, Academy Council and Principal can demonstrate how the academy promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through their words, actions and influence within the school and more widely in the community, to prepare young people positively for life in modern Britain	Y	<p>Our ethos is embedded with staff, students and families. We give respect to all views and encourage our students to give everyone a fair chance. We teach students they have a voice and to acknowledge that people are different but all have the right to live peacefully and without prejudice in modern Britain.</p> <p>Our academy promotes this through the curriculum, display, community links, student voice, assemblies and the 9 habits</p>
1.5 The Academy Council understand their responsibilities, have completed OCL online Safeguarding training and receive safeguarding and child protection training updates throughout the year	Y	<p>See training records SCR.</p> <p>The Academy has changed the way in which they report to Governors on safeguarding. The Principal has a vast knowledge of events and impact on the Academy</p>
1.6 The academy report to the Regional Director each term to monitor the impact of the safeguarding and child protection arrangements, policies and procedures	Y	<p>This is done at every OCL review and in meetings with Lynn Goodhand RAD. As incidents occur or legislation changes updates are made to practice.</p>
1.7 A report is submitted to the Academy Council via the Principal at each meeting to monitor the impact of the safeguarding and child protection arrangements, policies and procedures	Y	<p>This has recently changed, the Principal reports to Governors ensuring that GDPR is adhered to.</p>
1.8 There is a nominated safeguarding champion on the Academy Council	Y	<p>This is Simon Cross</p>
1.9 There is a named designated safeguarding lead on the senior team who champions safeguarding throughout the academy and who has a nominated deputy designated safeguarding lead. All staff working at the academy know who the designated safeguarding lead and deputy are	Y	<p>All staff are aware of who is responsible for Safeguarding and both are identified through the academy on displays.</p> <p>The DSL is responsible for all Safeguarding/Pastoral concerns which arise in</p>

		<p>the Academy. In the absence of the DSL the deputy will respond to incidents/concerns with the support of the Principal.</p> <p>DSL is identified in the staffing structure.</p> <p>Daily briefings are given to staff.</p> <p>Inductions are undertaken with all new staff and volunteers, meetings are held with all teachers to discuss students in their class, this ensures smooth transitions and very strong safeguarding procedures.</p> <p>The DSL is part of the ALT</p>
<p>1.10 The designated safeguarding lead and deputy are suitably qualified, updated annually. They meet weekly with the Principal</p>	Y	<p>The DSL is trained to Level 3 Safeguarding. The DSL and the deputy DSL update level 2 training every 2 years as recommended in the Local Authority. The DSL has undertaken training on</p> <ul style="list-style-type: none"> Children's Mental Health Sexual Exploitation Criminal Exploitation Missing Children County Lines Early Help and Intervention Domestic Abuse Neglect Voice of the child <p>The Deputy Principal and the Principal are trained to Level 3. The DSL and the Principal meet daily as concerns arise.</p>
<p>1.11 OCL (via the RD EA), the Local Authority and Ofsted (for EYFS registered settings) are updated with any changes to Designated Safeguarding Leads</p>	Y	<p>Policies are updated and named people are registered with Oasis and the LA.</p> <p>All information is available on the website</p>
<p>1.12 The academy has a safeguarding team of key personnel which meets regularly to share information about changes and issues within the Academy. Updates from the meeting are reported to the Academy Council via the Principal and the Head of the virtual School (for LAC children)</p>	Y	<p>The Pastoral Team meet weekly and consists of Shanie Brown Safeguarding Lead, Ben Lyall Behaviour Manager, Liz Mottram SEND, Angela Turner, Adam Hiscock, Diane Hargrave Learning Mentors.</p> <p>The Team respond to concerns and referrals are made. The safeguarding lead makes decisions</p>

		<p>about who is best suited to work with identified children.</p> <p>The person responsible for LAC is Selina Witts but is represented by the DSL.</p> <p>The contact for Looked After Children is Keith Nicholson</p>
<p>1.13 The RD ensures a duty of care for the Principal in terms of workload, effective response to requests for support, sourcing training etc</p>	<p>Y</p>	<p>This is done through meetings, telephone calls, e mails and performance management</p>
<p>1.14 The Principal ensures a duty of care for all staff</p>	<p>Y</p>	<p>Policies are in place and the Principal, Deputy Principal and Staff questioners are given frequently. Staff are respected and are encouraged to be honest. The Academy work on a 'I'm ok , you're ok' policy.</p> <p>Student voice is a vital part of our Academy. Students are given opportunity daily to air their views and are listened to.</p> <p>Staff are made aware of how to raise concerns about members of the Leadership Team and given information about outside agencies they can contact for advice.</p> <p>The Whistle Blowing Policy is available; the Principal makes staff aware that everyone is responsible for Safeguarding. Investigations take place whenever a concern is reported, findings are given to the Principal and are acted upon.</p> <p>The Safeguarding Lead encourages staff to question actions when disclosures are made. Staff are aware that they can raise any concerns with the LA. Assistant Principal are accessible to all staff on a daily basis. A staff well-being officer is identified and staff are aware of this. The Academy have adopted a coaching culture and the environment of the Academy has been changed dramatically for the benefit of the</p>

		<p>students and staff. Staff and students take great pride in the Academy.</p> <p>The Pastoral Team receive supervision. The DSL gives supervision to the Learning Mentors. The DSL then receives supervision from a company sourced and paid for by the Academy.</p> <p>Performance Management is in place.</p> <p>Any conduct concerns are investigated and the Principal keeps investigation/meeting notes.</p>
<p>1.15 There is an open culture at the academy where all individuals feel able to talk freely about their concerns believing that they will be listened to and valued</p>	<p>Y</p>	<p>Staff questioners are given frequently. Staff are respected and are encouraged to be honest. The Academy work on a 'I'm ok , you're ok' policy.</p> <p>Student voice is a vital part of our Academy. Students are given opportunity daily to air their views and are listened to.</p> <p>Staff are made aware of how to raise concerns about members of the Leadership Team and given information about outside agencies they can contact for advice.</p> <p>The Whistle Blowing Policy is available; the Principal makes staff aware that everyone is responsible for Safeguarding. Investigations take place whenever a concern is reported, findings are given to the Principal and are acted upon.</p> <p>The Safeguarding Lead encourages staff to question actions when disclosures are made. Staff are aware that they can raise any concerns with the LA.</p>
<p>1.16 The Principal ensures all staff understand their responsibilities with regard to safeguarding and know to whom they are accountable – see policy</p>	<p>Y</p>	<p>03/09/2018 all staff were made aware of expectations in the Academy and reminded of our 'no excuses' culture. All staff received training on 03/09/2018. Training will continue as need arises.</p> <p>The DSL will deliver training to all staff as she undertakes new training herself. This will be done in staff planning time weekly.</p>

		<p>Daily briefings include reminders of our responsibilities.</p> <p>Staff must record concerns on CPOMs this allows ease of access to the Principal and the DSL.</p> <p>Staff have been given a Code of Conduct policy and are aware of the processes and expectations.</p> <p>Staff know who the DSL & Deputy DSL are. Staff have also been told that a safeguarding concern is never left and should the DSL or Deputy DSL not be available they contact the Principal or the Deputy Principal.</p>
<p>1.17 Staff understand their own role and responsibility to be accountable in the way they behave, in responding to concerns about practice, procedures and unacceptable behaviour by other staff – set out in the Staff Code of Conduct</p>	<p>Y</p>	<p>The Principal has made all staff aware of the Whistle Blowing Policy and the Code of Conduct policy. The Principal has spoken to staff about the importance of having a professional manner at all times.</p> <p>Staff have been told that care should be taken about what they do on social media sites and that this impacts on their professional selves.</p>
<p>1.18 All staff know the difference between safeguarding and child protection</p>	<p>Y</p>	<p>Training took place on 04/09/18. Hays on line training will be completed by all staff by the end of October 2018.</p> <p>Staff are aware of the difference between safeguarding and Child Protection but are aware of the intricate complexities of our families and know that they often go hand in hand.</p> <p>The Safeguarding Lead will deliver training as needed throughout the year. As concerns arise refreshers are given and a safeguarding questioner will be completed by staff before December 2018 Safety Week which is held annually (March) raised awareness for staff, children and parents.</p> <p>The introduction of CPOMs has been a great success and has meant an already good system</p>

		has become better with rigorous actions being taken by senior leaders.
1.18a Training for all staff on peer on peer abuse is undertaken by the academy	Y	This will be delivered to all staff on a planning night in November 2018
1.18b Does the academy teaching and learning policy state the academy safeguarding approaches and practice expected within it? Have all staff been made aware of this link and implications for academy practice?	Y	The rights respecting work has positively impacted on the curriculum. The new curriculum has been written to go hand in hand with safeguarding, wellbeing and pastoral care. Our whole ethos is around Safeguarding and the 9 habits. Children and staff are aware of the links
1.19 The academy has a clear system for communicating concerns and a model for open communication between young people, teachers, parents and other adults working with children	Y	Students are continually made aware of how they can get help and support. Check in and out circles during the school day encourages communication and gives the students a voice. There is clear sign posting around the Academy of who to speak to if anyone has a concern. Behaviour logs are kept by the Behaviour Manager. CPOMs entries are looked at daily and communicated to those people who need to know. The Rights Respecting work has given students a voice and the confidence to report to adults when they are worried or something has made them feel uncomfortable. Members of the leadership team are visible to all parents and make time to meet with them when this is requested.
1.20 There is a staff code of conduct which includes issues relating to social networking, email and mobile phone contact between staff and young people. Staff sign to confirm they have received a copy of the Acceptable Use of Technologies Agreement	Y	Staff are given the Code of Conduct Policy and acceptable use agreement in October 2018 Staff were told in training what to do should a child or young person try to contact them via social network sites or via e mail
1.21 There is a whistle blowing policy in place for staff, young people and visitors. This is available on the website.	Y	Whistle Blowing policy is available on the website, in the staffroom and in the Safeguarding Office. All staff receive a copy of the policy on induction

1.22 The Academy has a parental complaints policy available on the academy website; all incidents, allegations and complaints are recorded	Y	See relevant policy. Records are kept with the Principal. Also available through the front reception office
1.23 The Academy has procedures for managing allegations of abuse by staff that complies with LSCB interagency procedures and is disseminated to all staff and academy councillors	Y	Contact details of the LADO and LSCB are available to all staff and Academy Councillors. See relevant policy. The Safeguarding Lead attends LSCB Child Protection Coordinators meetings for updates The DSL will seek advice from the LADO as needed.
1.24 Academy has completed a Prevent Risk Assessment – see appendix 5	Y	See completed risk assessment
1.25 National Counter Terrorism Security Office (NaCTSC) guidance is included in the Academy Business Continuity Plan	Y	See BCP for links to this document
1.26 The academy understands its responsibilities under the Equality Act 2010 and the Disability Discrimination Act 2005	Y	Refer to relevant policies and employment contracts
1.27 The academy has an open and positive relationship with the Local Authority Designated Officer and children's social care – see page 2 of policy for contact details	Y	See Academy records. Safeguarding Lead attends information meetings. The Safeguarding Lead is part of a steering group within the LA for safeguarding. Ofsted interviewed the group and recognised good relationship between school and the LA The DSL attends Child Protection Coordinator meetings termly.
1.28 The academy has an open and positive relationships with the external agencies offering support to young people	Y	Student records CPOMs give strong indication of which agencies are involved in student's lives The Academy has strong relationships with other agencies based in the Children's Centre which is situated next door to the academy. The Principal and Safeguarding Lead attends MAM meetings with other agencies and good use of intelligence improves and protects the lives of our families The DSL meets regularly with local policing team to ensure the safety of our students and parents.
1.29 The academy works with parents to build an understanding of the academy's safeguarding responsibilities		The Rights Respecting work has given parents a better understanding of children's rights, parents

		<p>evenings have supported this with positive comments from parents.</p> <p>Safeguarding boards are situated around the academy. These give parents a clear understanding of their children's rights and tells them what their children are taught in the academy about their own rights to a safe happy life.</p> <p>The DSL delivers safeguarding training to parents to provide an awareness of issues which may impact on their children.</p> <p>Parents are invited to meet with external staff who may be delivering work to their children, such as Big Talk.</p> <p>The Safeguarding Lead has open and honest discussions with parents about their children's welfare. Learning mentors work with parents and families with the aim of breaking destructive/unacceptable cycles.</p> <p>Annual Safety week invites parents into the academy.</p> <p>The PCSO's are often called in by the academy to provide parents with advise and support. Those families who are intimidated can meet police in the safety of the academy. The Oasis Hub has strong links to the Safeguarding Lead and parents/volunteers are known to the Pastoral Team.</p> <p>The Principal and Deputy Principal actively seek out parents who may need support to build positive/honest relationships</p>
1.29a The academy has filled in the contextual safeguarding areas from appendix 9	Y	All areas of the appendix are complete
1.29b The academy expectation on safeguarding for any alternative provision is clear including the advice in the safeguarding policy on barring and vetting information	Y	All students who attend alternative provision are visited at the provision by the Deputy DSL/Behaviour Lead. Daily call are made for

		<p>attendance and any MAM meetings are attended by academy staff.</p> <p>The Principal and the Behaviour Lead sit on the Local Authority BAC Panel. This means they are well aware of any developments with alternative provisions and are in contact with heads/principals of these provisions.</p>
1.30 The academy has excellent communication with parents and carers working together in the best interest of children	Y	<p>Information on website.</p> <p>Information given on admission.</p> <p>The Principal and the Deputy Principal make being visible to parents at the beginning and end of the day a priority.</p> <p>When parents struggle to get into the academy in normal hours alternative appointments can be made to ensure that no parent misses out on information regarding their child.</p> <p>Meet and Greet by all members of ALT has built relationships and made staff approachable.</p> <p>Safeguarding Lead makes daily home visits to those students who are absent. Relationships are established and lines of communication opened.</p> <p>The academy has a newsletter which is sent to parents fortnightly.</p> <p>Text messages are sent.</p> <p>Events are organised for parents to celebrate successes.</p> <p>Facebook and Twitter are established</p>
1.31 The academy provides safeguarding training sessions for families	Y	<p>Training is booked for dates in November 2018.</p> <p>As issues arise in the local area the DSL will provide information and training to parents to ensure they are kept well informed about the areas contextual concerns.</p>
1.32 There is a dedicated area on the academy website providing safeguarding and child protection policy and information and advice including how to raise concerns and named staff with contact details	Y	<p>Information is available on the web site and on displays within the academy.</p> <p>As well as information aimed at parents there is a dedicated display for students informing them of</p>

		<p>their rights and who to tell if they are worried or do not feel safe.</p> <p>All staff are identified to students around the academy as people they can ask for help when they are worried or upset.</p>
1.33 The academy collects and evaluates the views of children, parents and staff in relation to the effectiveness of safeguarding arrangements including analysis of Ofsted Online Parent View		<p>Throughout the year student groups are asked to complete a children's pastoral survey. This provides the staff with personal information and aids any support which may need putting into place. This also provides the opportunity for us to get to know our students better and to know what is important to them in their lives.</p> <p>Parent & student questioners are completed.</p> <p>Student Council members are given a voice and encouraged to gain views.</p> <p>Parent view comments are evaluated.</p> <p>Parents are encouraged to question events rather than wait for a questioner</p>
1.34 All children are aware of their rights and responsibilities and feel confident in raising concerns and know who to go to	Y	<p>All children know that Mrs Brown keeps them safe. They also know that any member of staff will help them. Children are confident in approaching any staff members including the Principal when they are worried or have a problem. This is encouraged in the academy with the expectation that safeguarding is everyone's responsibility.</p>
1.35 Children are involved in reviewing effectiveness of safeguarding at the Academy	Y	<p>Safety Ambassadors work alongside the DSL and have been identified to all other children in assembly</p> <p>Student Council have regular items on the agenda.</p> <p>The Rights Respecting work promotes children voices.</p>
1.36 The academy offers children safeguarding leadership opportunities	Y	<p>Safety Ambassadors are given opportunities and responsibilities in the Academy.</p> <p>Children who may need confidence rebuilding after trauma are given lead roles in some school initiatives.</p>

HUMAN RESOURCES AND STAFF TRAINING	Y N or NA	EVIDENCE
2.1 The academy has regular contact with the OCL Regional HR Business Partner	Y	At least half termly See minutes and emails
2.2 The OCL Regional HR Business Partner meets with the Principal once a term (3)	Y	Meetings with th OCL HR business Partner are arranged as and when needed.
2.3 The ALT monitors the SCR three times a year.	Y	The SCR is updated as new information/staff/training come into the Academy. ALT have regular updates on the SCR
2.4 The SCR is reviewed five times a year by any or all of the following: the RD, the Principal, the Designated Safeguarding Lead, a member of the Monitoring and Standards Team. The reviewer's signature and date confirm to SCR check.	Y	See national calendar for academy review, 17/18 RD will check on two occasions and the MST will check each Autumn. OCL reviews of the Academy include scrutiny of the SCR
2.5 The academy keeps a regularly maintained single central record (SCR) of all staff checks, including agency staff, consultants, volunteers and AC involved in a regulated activity and contractors	Y	SCR is updated regularly with staff/training and any other relevant information. Reports are made to ALT
The SCR includes:	Y	
▪ an identity check	Y	See SCR
▪ barred list check	Y	See SCR
▪ an enhanced DBS check for those appointed after 2006	Y	See SCR
▪ prohibition from teaching check	Y	See SCR
▪ prohibition from management check including Section 128	Y	See SCR
▪ checks on people living or working outside the UK	Y	See SCR
▪ additional pre-employment check for teachers from the European Economic Area (EEA) Authority	Y	See SCR
▪ check of professional qualifications	Y	See SCR
▪ a check to establish the person's right to work in the United Kingdom	Y	See SCR
▪ Disqualification by Association checks (primary and all through academies) including AC members	Y	See SCR
▪ mental and physical fitness to carry out work responsibilities	Y	See SCR
▪ previous employment history checks	Y	See SCR
▪ two written references	Y	See SCR
▪ information regarding past disciplinary actions or allegations	Y	See SCR
2.6 The academy has written notification from any agency, or third-party organisation that the above checks have been completed (agency and third-party staff)	Y	All volunteers are given inductions regarding Safeguarding, who to tell. All volunteers are DBS checked

2.7 The academy has written notification from fee funded initial teacher trainees that the above checks have been completed	Y	See SCR
2.8 The academy undertakes appropriate checks for volunteers involved in regulated activity	Y	See SCR
2.9 The academy undertakes a risk assessment for volunteers not engaged in regulated activity	Y	See SCR
2.10 All academy Councillors have received an enhanced DBS check	Y	See SCR
2.11 The academy ensures the appropriate checks on contractors	Y	See SCR When contractors are on site the Site Manager always ensures that the Safeguarding Manager is aware of who they are and what they are doing
2.12 Staff sign an annual disclaimer to state that their DSB circumstances have not changed including AC	Y	See SCR
2.13 The academy ensures appropriate checks on work experience placements and ensures that policies and procedures are in place to protect young people from harm	Y	The DSL meets with all adults/students who work in the academy. An induction takes place and everyone is made aware of who to contact if they are concerned
2.14 The academy ensures appropriate checks on young people staying with host families	Y	NA
2.15 The academy has policies and procedures in place for safer recruitment including a written recruitment and selection policy	Y	All of ALT have completed Safer Recruitment with updates being made as needed.
2.16 All recruitment and selection information/documentation includes a statement about the Academies commitment to safeguarding	Y	See pre recruitment records
2.17 Key leaders have completed Safer Recruitment training.	Y	All members of ALT are trained this includes = School Business Manager, Safeguarding Lead, Behaviour Lead, Principal, Deputy Principal, SEND Co
2.18 Offers of employment are conditional and depend upon receiving satisfactory information from checks	Y	See interview records
2.19 Where a person has been dismissed or left the academy due to risk or harm to a young person, the Principal ensures the matter is reported to the Disclosure and Barring Service	Y	Policies are followed
2.20 All new staff receive safeguarding training as part of their induction to the Academy	Y	All staff are given face to face training and also receive training as new issues arise. When the DSL has training this is fed down via staff meetings Channel training and Hays training is completed

2.21 Academy has a volunteer and agency staff induction pack which includes safeguarding information	Y	This is given on entry. A best practice directory will be collected by LG on RD review of the audit and action plan
2.22 The academy has a safeguarding training record for all staff including site staff	Y	See SCR and training registers
2.23 The Principal has received training in Managing Allegations Against Staff	Y	Training is renewed annually
2.24 The Principal has received advanced level safeguarding training – old L3 or 4 equivalent, now DSL	Y	Training is taking place in November 2018 as a update
2.25 The Designated and Deputy Safeguarding leads have received accredited, enhanced training within the last year and annually thereafter	Y	Yes this is updated as required by all responsible. The Deputy Principal and the Principal have level 3 training.
2.26 Key academy staff attend local authority training and participate in local networks	Y	DSL attends the LA Child Protection coordinators meetings every half term. DSL is on the Safeguarding steering group for the LA.
2.27 All academy staff annually complete Hayes safeguarding training and have signed to confirm receipt of a copy of <i>Keeping Children Safe in Education, Part 1, 2018 updated version</i>	Y	See SCR and training records. Signature sheets are held by the School Business Manager
2.28 The academy provides safeguarding updates throughout the year to check staff understanding of safeguarding issues (via training, emails, CPD updates, staff meetings and bulletins)	Y	Training is updated at staff meetings. Our annual Safety week also provides training for staff. Events such as 'Big Talk' provide training for staff. Daily briefings are used well to disseminate information
2.29 All academy staff are aware of the Prevent Duty, have received Prevent training and understand when it is appropriate to make a referral to the Channel programme	Y	All staff attended the training by Lincolnshire Police titled Operation Griffin. This is part of the PREVENT/CHANNEL group of training and was relevant to our local area. Channel training is due in January 2018
2.30 Academy staff are aware of and have received training on FGM; they understand that it is a form of child abuse and knows that there is a legal duty to report known cases of FGM to the police	Y	All staff have an awareness and training will be completed by December 2018
2.31 All staff have received basic Health and Safety and E-Safety training	Y	Hays on Line training. The whole Academy take part in Safer Internet day in February. Staff have received the staff handbook which contains everything that is needed for H and S. Handsam is kept updated

2.32 Key academy staff are aware of and have received training on fabricated and induced illness and understand that it is a form of child abuse	Y	All staff have an awareness and training will be completed by December 2018
2.33 Academy staff are aware of and have received training on child trafficking and understand that it is a form of child abuse	Y	Staff receive training throughout the year and as the SDL has training. This will be completed by December 2018
2.34 Key academy staff are aware of and have received training on issues which impact upon young people living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the young people might experience abuse or neglect as a result of these difficulties	Y	All Learning Mentors and DSL have received training for Children's Mental Health from Young Minds Matter (previously CAHMs) July 2018 Learning Mentors are trained in adult mental Health First Aid throughout 2018/2019 training is updated as advertised by the LA
2.35 Key academy staff are aware of and have received training on the harm to young people that can be caused by practices linked to culture, faith and beliefs, and are able to recognise risk factors and know how to act on concerns	Y	All staff have received training during September 2018. As issues arise the Safeguarding manager will update training or seek advice about training and deliver it to staff and volunteers The Academy are working with agencies to improve awareness of issues which are high risk in our area.
2.36 Key academy staff are aware of and have received training on the need to respond to concerns relating to forced marriage and understands that it is illegal and a form of child abuse	Y	Staff have received training and key staff update training regularly
2.37 Key staff cascade safeguarding training to relevant staff	Y	The Safeguarding Lead cascades all training and ensures that the correct information is given. The Safeguarding Lead also delivers awareness sessions to parents and members of the community.
2.38 Academy has dedicated experts trained in specific areas highlighted in Keeping Children Safe in Education (2016)	Y	All members of the Pastoral Team are trained in Child Protection and have attended workshops where training has been delivered in the Local Authority. The Team are trained in Mental Health, Neglect, Domestic Abuse, Child Sexual Exploitation, Child Criminal Exploitation, E-safety, substance misuse, FGM and PREVENT. As the Local Authority update their training programme the Pastoral Team attend training events. If issues arise in the Academy and no training is available, we source this from other

		agencies. For example for a case of self-harm we received training from Young Minds Matter
2.39 The academy has an in-house safeguarding training certificate for staff; a range of modules relevant to the different positions of responsibility within the academy is offered	Y	See SCR
2.40 First aid training is recorded and updated as appropriate with sufficient staff trained, including in the EYFS	Y	<p>Level 3 Paediatric First Aid Emma Goodey Sally Leeman Elizabeth Davis Sam O'Grady Lucy Tomlinson Max Bass</p> <p>Level 2 First Aid Becky Birdsall Ann Hunter Jayne Densham Brenda Marriott Carol Patrick Anita Simons Denise Saunders Angie Turner Lian Whittington Julie Griffith Toni King Louise Watson Amy Lounds Sonia Wardle Jo Downey Gemma Lewis Jo Copley Laura Walker Dawn Triffitt Megan Newland Lorraine Lewis</p> <p>First Aid at work Level 3 Sam O'Grady Dee Frascogna Sally Leeman</p>

		Katie Woadden Matt Fell Adam Hiscock Alan Grosschmidt
CHILD PROTECTION AND LOOKED AFTER CHILDREN	Y N or NA	EVIDENCE
3.1 Child Protection and Looked after Child procedures are reviewed by the RD, Academy Council and Principal each term.	Y	The DSL and the Principal meet to discuss vulnerable children weekly however, the DSL feeds back daily to the Principal about crisis situations with our children and families. This ensure the safety of our children and means that the Principal is aware of all safeguarding situations should parents ask to meet with them. This ensure that good factual information is shared by professionals and there are no misunderstanding with our parents. The RAD meets with the Principal and discusses safeguarding.
3.2 The academy has a named Designated and Deputy Child Protection Lead. One or both are members of the senior team	Y	The DSL is Shanie Brown Deputy DSL is Ben Lyall DSL and Deputy are both on the Leadership Team. See staff structure.
3.3 The academy has a named Looked After Children Lead who is a member of the senior team. They liaise with the Head of the related LA Virtual School regarding LACs achievement, behaviour, welfare and safety	Y	Selina Witts is the LAC coordinator. The DSL represents the Academy at PEPs and LAC reviews
3.4 Each Looked After Child has a Personal Education Plan (PEP)	Y	At this gime October 2018 aklL LAC children have PEP's in place all of these children have support in the Academy. We have 3 LAC children.
3.5 The Designated leads for Child Protection and Looked After Children meet weekly with the Principal	Y	Yes this is a weekly agenda item in ALT. The Principal is reported to daily regarding all concerns.
3.6 Pupil Premium funding for Looked After Children is regularly reviewed to ensure attainment gaps are closed	Y	All PEPs are reviewed regularly and attainment is challenged. Where a child needs extra support a teaching assistant has been provided to deliver interventions needed. When a child goes into local care the Academy provide them with essentials they may need and

		<p>will bring them some comfort. Children are given new books, a new soft toy for bed, watch and alarm clock and various other activities so that as soon as they arrive at Foster Carers they have something of their own.</p> <p>All LAC children have weekly contact with a Learning Mentor to encourage confidence and give them an advocate.</p>
<p>3.7 Staff are confident about reporting child protection concerns and know what action to take if their concerns are not acted upon appropriately by the Designated Safeguarding Lead, Deputy or Principal</p>	<p>Y</p>	<p>All staff are aware of the Whistle Blowing Policy and during Safeguarding training it is made clear that if staff are not happy with a response or decision the DSL expects to be challenged about this. All staff know they can contact the LA safeguarding Team themselves Staff also have details of alternative reporting systems such as NSPCC</p>
<p>3.8 The academy has a policy and process for confidentially recording and storing information about child protection concerns, including allegations, disclosures, decisions and actions. Records are up to date, distinguish between fact, opinion and hearsay and are maintained in accordance with data protection principles.</p>	<p>Y</p>	<p>GDPR regulations are in place and all staff are aware of what should be shared. Children and families personal identity is safeguarded All staff have access to Safeguarding Policies and are asked to read and sign for these. All staff have access to the Safeguarding Team and have an out of hours contact number for the DSL. All new staff receive Safeguarding inductions and are given relevant information on reporting processes at that time. If processes are updated, then staff are told in daily briefings.</p> <p>We record all incidents/concerns on CPOMs. It is made clear to staff that if a child discloses is hurt or they have a serious concern for them Yit is not enough to simply record to CPOMs. If this happens the DSL or DDSL should be made aware immediately. If they are not available, then the Principal should be told.</p> <p>All staff have had level 1 training and the HAYs training. All staff have also had PREVENT/CHANNEL training.</p>

		<p>The Academy make Safeguarding training available to parents/carers this is to highlight and explain in simple speak exactly what Child Protection is and how they can break cycles which we so often see on the estate we serve. The information given is relevant to the local area. As well as CPOMs the Safeguarding Manager and her team have weekly electronic Pastoral Files. These are looked at weekly by the Team who meet every Tuesday after school to discuss and issues and ways of supporting children, families and the wider community. Safeguarding boards are set up around the Academy and children are told what their rights are Display boards are outside of the Academy telling parents about Safeguarding and explain children's rights Any allegations are investigated and findings are passed to the Principal. Concerns are also raised with the LADO. The DSL attends Local Authority Safeguarding Meetings and receives updates from the LA as they occur this is then cascaded to staff.</p>
3.9 Information is shared appropriately and transferred securely	Y	All information is taken to transfer school or if out of area are posted through the signed for secure post or e mail. Care is taken to ensure that GDPR regulations are met.
3.10 Files and information are meticulously maintained, stored securely and, separately from the young person's main academy file. If CPOMS is used, secure access is required and maintained, including distribution and collection of related software (fobs) each day	Y	<p>GDPR regulations are abided to and are reviewed regularly. All files are secure and maintained. All archived files are secured. The Principal is the main key holder for CPOMs. All concerns re Child Protection go to both the DSL and the DDSL. All information is sent through secure sites.</p>
3.11 Induction for children provides information on safeguarding and child protection, including for in year admissions	Y	All new starters are given information and meet the DSL or DDSL

3.12 Safeguarding checks are completed for all new admissions to the Academy	Y	Previous school or settings are contacted. Where parents are closed to giving us information Children's Services are telephoned by the DSL and made aware that the family have moved to the area
3.13 Staff know where to report allegations regarding the Principal	Y	Staff are aware they can report any concerns to the DSL or the Academy Councillor Chair. Staff have a copy of the Whistle Blowing Policy
3.14 The academy has a record of referrals made to the Designated Safeguarding Lead with brief details of the outcomes of cases subsequently referred to the Local Authority	Y	All concerns and referrals are recorded on CPOMs. All children who open to services have standalone files which are updated as needed.
3.14 The academy has a record of all children who are open cases with Children's Services and for whom there is a multi-agency plan	Y	See records kept by the DSL and vulnerable children's lists.
3.15 Child Protection records are retained until the young person's 26 th birthday and then securely disposed of	Y	All records are kept securely in a locked cupboard. As children leave the academy factual information and files are passed on securely to the next school. GDPR regulations are adhered to.
3.16 The Designated Safeguarding lead is aware of young people who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the academy and supports liaison	Y	Sims is updated as children are placed with other carers The LA private fostering worker is Maria Chase
3.17 The academy identifies Young Carers, assesses their needs and has support plans in place	Y	The Pastoral Team supports all students identified as young carers. The academy also pays for transport for Young Carers to attend local support groups.. If a young carer is absent, the DSL pays a home visit to establish the reason and to see if further support is needed.
3.18 The academy has a proactive accessible and confidential pastoral/welfare support system where young people can go for information help and advice	Y	The children have free access to the Pastoral Team. All children can refer themselves to a Learning Mentor. Children know who their year group Mentor is and make good use of this. Posters are around the academy identifying DSL and DDSL The Mentors remind students during class visits that they can have support for any worries and children are encouraged by their teachers to discuss any issues they have. Daily check in and

		check out circles are used in every classroom to good effect. Assemblies are held and all people who need to be identified as someone who will specifically keep children safe are identified. Children are told that everyone in the academy can help them.
3.19 The names and photographs of key personnel to support children are displayed around the academy, including useful telephone numbers e.g. Child line	Y	Display boards are updated with photographs and names regularly. Parents also have access to information
3.20 The academy effectively contributes to local child protection interagency processes including attending multi agency meetings	Y	All MAM meetings are attended. As cases are heard at the allocation meeting for Early Help a member of the Pastoral Team will attend. The DSL represents the Academy at LA meetings and attends the CP coordinators meetings held every half term. The DSL was invited to attend the Local Authority's Ofsted to speak about how we at the Academy encourage the 'voice of the child' The DSL is part of the Local Authorities steering group for Neglect.
3.21 The academy has data relating to progress, attainment, attendance and behaviour of young people identified on the Child Protection register, as a Child in Need or a Looked After Child. Where there are concerns, a clear intervention plan has been implemented	Y	See internal records CPOMs, teacher's assessments and Pupil Progress meetings. Regular meetings with staff and the Principal. The DSL and SEND meet weekly and update each other daily if needed GDPR regulations are adhered to.
3.22 The academy has a policy and care plans for the intimate care of children	Y	Any children needing intimate care have plans. Risk assessments are held for individual children, staff are given advice and guidance.
FIRST AID AND MEDICAL NEEDS	Y N or NA	EVIDENCE
4.1 The Principal ensure that policies, plans and procedures are in place for managing accidents and injuries to staff and young people	Y	The first aid policy is updated and workable/safe systems have been put into place. First Aiders are identified throughout the Academy. Accident book. Is checked daily Educational visits, events and sleep overs are always sufficiently staffed with First Aiders. A new well stocked lockable first aid cupboard.

		Staff attending to first aids must always sign for any treatment administered. Parents are always notified of injury and invited in if they want to check their children.
4.2 The Principal ensure that policies, plans and procedures are in place to support young people with medical needs	Y	Care plans are in place and are updated when needed. A Learning Mentor Takes responsibility for medicines and ensures that these are locked away. A signing in and out system is in place to safeguard staff and children. Policies updated Training records are evidenced including specialist training for example Epilepsy, diabetes, Epi Pen
4.3 There is an academy policy outlining procedures for first aid and medical needs which is reviewed annually	Y	This is reviewed regularly to ensure it is fit for purpose.
4.4 The academy has a sufficient number of first aiders to geographically cover the needs of young people at the academy	Y	35 members of staff are trained first aiders at various levels
4.5 The academy has a sufficient number of paediatric first aiders to geographically cover the needs of children at the academy (including in the EYFS)	Y	8 members of staff are paediatric trained
4.6 First aid equipment and facilities are available, labelled and clearly accessible	Y	Angela Turner Learning Mentor is responsible for medications. All medicines are locked away and there are clear robust measures in place to ensure that medicines are given safely. All medicines are signed for by parents and Angela Turner..
4.7 First aid arrangements are risk assessed for offsite activities	Y	All trips are risk assessed
4.8 The academy keeps records of any reportable injury, disease or dangerous occurrence including HSE reporting	Y	See internal recording log which is held in the admin office.
4.9 Adequate arrangements are in place to cover staff absence or leave	Y	All staff absence/leave is adequately covered and ratios are met
4.10 The academy has appropriately trained staff to support children with medical needs	Y	As children enter the academy with needs we train staff and bring in specialist support as needed. The SENco works closely with the pastoral team to ensure that children are adequately supported and in a safe manner.

4.11 Academy staff are aware of children with medical needs and have received information on how they can support that child	Y	All staff are made aware of children they will come into contact with and what support they may need. Staff who have responsibilities for certain children have a back up person should they ever be absent from work.
4.12 Individual health care plans are in place and regularly reviewed	Y	See internal records and systems All agencies and parents involved have sight of any plan and participate in the writing of them. See SEND policy
4.13 Parents and carers are involved in the development and review of individual health care plans	Y	Parents are invited in to ensure that the academy has the correct information. The academy need to know who is involved in the lives of the children and questions are asked to ensure that all professionals have the correct knowledge in order to safeguard the child.
4.14 There are collaborative arrangements with external agencies to support children with medical needs	Y	The school nurse team is available for our children and parents. The pastoral team can arrange meetings for parents and support if needed. Links to the local hospital are strong.
4.15 Risk assessments are in place for children with medical needs including arrangements for emergency situations and educational visits off site or when being educated in alternative provision or settings	Y	See internal records. Staff and parents have sight of plans. All children at of site provisions receive a safeguarding visit from the Behaviour Manager. The Principal sits on the Local Authorities BAC panel where alternative provision school are represented ensuring information is shared.
4.16 Medicines are stored securely and safely and children know how to access support with their medication, including during educational visits off site or when being educated in alternative provision or settings	Y	All medicines are stored in a locked fridge or wall box. On educational visits staff are aware of what medication will be needed and the first aider is always prepared for emergencies. Safeguarding checks are carried out when children are educated at alternative provision.
4.17 The academy has documented records on administering medicines for children with medical needs (<i>DfE – Supporting pupils with medical conditions template</i>) and is in line with OCL policy	Y	All medication is signed in and out of the academy by Angie Turner and parents. Only Angie Turner can sign medication in and out. In

		her absence Adam Hiscock and Liz Mottram can also sign in and out. A folder is kept with all medication and forms are checked regularly by the Safeguarding Manager
4.18 A record of first aid or medicines administered is available	Y	This is held by Angie Turner – medicines The first aid books are kept by office staff
4.19 Medicines no longer required are returned to parents/carers or healthcare professionals	Y	All medication is reviewed and dates are kept in the medication folders. All medication not used is returned to the parent. Only the parent who signed this in can collect it.
ATTENDANCE AND PUNCTUALITY	Y N or NA	EVIDENCE
5.1 A senior leader has responsibility for academy attendance	Y	Shanie Brown is Attendance Lead
5.2 The admissions register is accurate and matches the attendance register	Y	Sims and internal records are updated as children arrive and leave
5.3 Registers are completed accurately and on time (AM/PM and lesson registers)		All registers are taken morning and afternoon. Staff are told that this is a legal document and that registers must be taken in an orderly manner, in a calm quiet environment.
5.4 Registers are formally closed in the morning and afternoon session	Y	Yes this is evidenced on Sims
5.5 The academy has escalating monitoring systems to enable early identification of attendance concerns	Y	The attendance lead audits the registers every month and reacts daily to poor attendance.
5.6 Absences are followed up through first day contact	Y	We have a four-point check. <ol style="list-style-type: none"> 1. Before 9.30 am an admin assistant send a text to all parents whose children are absent that day 2. The Learning Mentors ring all parents to try to make contact and to see if they have any concerns or any reasons other than illness as to why they have not attended 3. The Attendance Lead conducts home visits to all children who are absent 4. At the end of the school day Teaching staff phone parents to ask if they are returning the following day
5.7 After three days of continuous unknown, unauthorised absence a home visit is arranged	Y	Home visits are made daily regardless of what parents tell us

5.8 Child Missing Education (CME) are in place and the Local Authority CME Officer is known to the Academy	Y	The LA CME officer is Angela Stainton 01472 323316
5.9 after ten days of continuous unauthorised absence a CME referral is completed	Y	Yes but before then addresses are visited of other relatives in efforts to track down the children Calls are made to Children's Services should any concerns be raised or should there have been any previous concerns.
5.10 Targeted attendance procedures are in place for young people on the Child Protection Register/LAC and those thought to be at risk	Y	All children are visited daily by the attendance/safeguarding lead. Relationships with parents benefit access to children in these circumstances
5.11 Coding is in line <i>with School attendance: Departmental advice for maintained schools, academies, independent schools and local authorities</i> and regularly monitored by a senior leader	Y	Attendance is monitored daily and if any concerns arise is discussed with the Principal. The Attendance/Safeguarding Lead is a member of ALT
5.12 There is a procedure in place for roll call in the event of an evacuation	Y	Yes, we have fire alarm, \lockdown and Shelter procedures in place. This is practiced and timings recorded, concerns are acted upon.
5.13 Appropriate practice takes place before a young person is removed from the academy roll. A senior leader confirms agreement to off roll a young person and the LA and RD are notified of the off roll	Y	The Principal is responsible for agreeing any of roll children. The Safeguarding Lead makes CME referrals
5.14 Leave of absence procedures are in place for pupils	Y	Systems are in place. Any requests for Term, Time leave are considered and can only be authorised by the Principal. The only exceptions to Term Time leave is for Service families, a bereavement of a close relative or the marriage of a paren
5.15 Children attending alternative provision, participating in Managed Moves or work experience are monitored and coding for these young people is accurate	Y	All children at alternative provision are given the correct coding. All children who receive an education off site are given the correct code. Telephone calls are made daily to establish the attendance of any alternative provision children
5.16 Individual plans are in place for young people with inclusion needs who may have different attendance arrangements – Young Carers, Flexi Schooled, medical cases	Y	See internal records. All arrangements can only be agreed by the Principal

		Children who need special arrangements are recorded and the SENDco and Safeguarding lead meet to discuss.
5.17 Procedures are in place for Elective Education requests. The Local Authority Elective Education Officer is known to the academy	Y	The name of the LA Elective Education Officer is Keith Nicholson
5.18 Systems are in place to gather attendance information on new admissions to the Academy	Y	All children entering the academy are given information packs. The attendance lead meets with parents and children before admission to set out our expectations
5.18 The academy has monitoring systems to enable early identification of punctuality concerns	Y	All children arriving late are recorded on Sims. A Through regular audits and daily knowledge audits are taken of Sims and children are identified for work with the Mentors or letters are sent to parents
5.19 Punctuality is efficiently monitored; persistent punctuality concerns are followed up through escalating systems	Y	Through regular audits and daily knowledge
5.20 Arrangements for recording late arrivals are secure	Y	Sims Staff record all lateness and this information is transferred to Sims
5.21 Attendance and punctuality information is displayed on the academy website including academy policies	Y	All information is on the website and is updated as needed. Display boards give children and parents advise about attendance
HEALTH AND SAFETY/ SITE AND FACILITIES	Y N or NA	EVIDENCE
6.1 The Principal ensures that the academy is a safe place	Y	Regular discussions are had with children and parents about safety and if they feel safe. Any concerns are acted upon and advise given. The Principal meets weekly with Safeguarding Manager and discussions are held. Through the Handsam system all updates are made and acted upon All relevant policies are adhered to and changes made as needed.
6.2 An annual Health and Safety review is completed	Y	See internal records and minutes from meetings with the Principal
6.3 The OCL Health and Safety policy is available on the website	Y	Available on the site

6.4 The academy has regular contact with the OCL Regional Property and Estates Partner	Y	These meetings are held with the Site Manager and the Principal and the Health and Safety champion.
6.5 The OCL Regional Property and Estates Partner meets the Principal once a term (3)	Y	The Principal holds regular meetings with the Health and safety champion and site manager
6.6 The Handsam system is monitored monthly by the OCL Regional Property and Estates Partner and is above 95% compliant on a YTD and monthly basis	Y	Ben Lyall monitors the system and attends all relevant meetings RIN's
6.7 The Handsam system is monitored weekly by the academy Business Manager or Principal and is above 95% compliant as a minimum on a weekly basis	Y	All tasks are actioned by those responsible. Refer to Handsam system reports
6.8 Academy has an evidence file to support completed Handsam tasks and training including fire evacuation practice and lock down	Y	See Handsam system and Health and Safety Champions records
6.9 Risk assessments are available for inspection	Y	All outdoor equipment has a risk assessment. The site manager can risk assess daily when needed. Contractors risk assessments are available and any work undertaken in the Academy must have a RAMs in place. The Site Manager should hold this information before any work can take place
6.10 Procedures are in place for developing personalised risk assessments for individual members of staff and children	Y	Personal Evacuation Plans are held by the Site Manager of any children or staff who may need assistance during an evacuation of the building
6.11 Academy has adequate security arrangements for the grounds and buildings including effective Lock down procedures	Y	A fence has been erected at the back of the Academy due to vandalism of the old one. The new fence is prison grade fencing and has stopped the vandalism. All gates are locked by 9.10 am. The only gates left open are the Reception Office gates. The back gates to the academy have now been secured and are not opened. This means all families enter by the front of the academy. All staff have a key to allow them to open the gates in case of an emergency. Magnetic locking doors are in place throughout the academy. A new second door has been added to the main entrance this provides a secure area to meet with parent without the need for them to enter the main building.

6.12 The Principal or Business Manager ensures that the premises are safe and secure through regular checks including physical observation and site walk. It is the principal's responsibility to ensure the building is kept safe.	Y	The Principal and Safeguarding Lead have regular walk through of the site and reports any concerns. The academy staff are made aware of the Whistle Blowing Policy should any staff member feel that other staff or volunteers place the children at risk
6.13 The Designated Safeguarding Lead completes a termly site walk with the Facilities Manager	Y	The safeguarding Lead completes this and reports findings to the Principal
6.14 When the academy commissions a service from another organisation, there are robust procedures in place to ensure that the organisation has appropriate policies in place for safeguarding young people and meets the requirements of Oasis safeguarding standards	Y	Any outside agencies who work in the academy must be DBS. If they do not have a DBS then they are supervised at all times. A Badge/lanyard system is in place All work men completing work must produce a RAMs assessment
6.15 There is a single point of entry identified and signed as the reception entrance	Y	The main entrance is well sign posted and is the only entrance exit from the school site during school hours. Visitors to the academy cannot access the building from any other location.
6.16 Visitors are welcomed; ID and DBS are checked and recorded; safeguarding information is provided	Y	All visitors are signed in electronically and relevant information recorded, checks are made.
6.17 Visitors are provided with different coloured lanyards indicating whether they have received a DBS check	Y	All visitors are given a lanyard. Red lanyards indicate that they are not allowed free access to the academy. Purple lanyard indicates that checks have been made and DBS seen, these people are allowed access within the academy. This would be relevant to their role.
6.18 Staff and students are aware of the lanyard system and alert to visitors unaccompanied without a DBS check lanyard	Y	All staff are made aware of what the lanyards mean. Staff are expected to challenge visitors if they are wearing a red lanyard and are alone in the academy. The safeguarding Lead tests this measure regularly with decoys.
6.19 Academy staff provide daily visitor information for reception staff in advance of their arrival	Y	All staff must record on the electronic calendar any visitors to the academy. This information must also be given to the office who check/sign in visitors.

6.20 safeguarding information is displayed in the reception area and provided to all visitors, including fire evacuation procedures. If the academy has it's own EY or sixth form, a display should also be situated in those areas separately.	Y	Display boards are present in the reception office and outside the building. This information is also displayed in the Early Years setting. Information is held on lanyards given to all visitors
6.21 Security and emergency alert arrangements are in place to protect the member of staff on the reception desk	Y	The new layout and alterations to the front office now means staff are secure and any emergencies can be called quickly. The alterations to the building have secured a potential weakness.
6.22 A procedure which covers safeguarding is in place for parents/carers who escort their child to their classroom when they attend during the academy day, or drop off to the EYFS	Y	Parents cannot get into areas of the academy once they drop children off in EYFS. Staff challenge any unauthorised access into the academy.
6.23 Signing in and out procedures are in place for visitors, children and staff leaving and entering site during the academy day	Y	All staff, children and visitors sign out and in from one point. This is recorded electronically and is regularly spot checked by the Business Manager.
6.24 Procedures are in place for staff and young people working in the Academy after Academy hours and during holidays	Y	The Principal is always made aware of any out of hours workers. The Safeguarding Lead for the academy is on call for any emergencies.
6.25 Evacuation procedures are in place and evacuation times recorded on Handsam by the academy	Y	Regular drills/ lockdown and shelter are tested termly and recorded. Staff are made aware of timings and and delays and ways to improve.
6.26 An evacuation with restricted access is completed at least once a year and recorded as such on Handsam by the academy	Y	See site manager records
6.27 The Academy has personalised evacuation plans for young people and staff with disabilities	Y	See PEEPS
6.28 Duty procedures are in place for unstructured periods; staff have been trained in duty procedures and expectations	Y	Daily briefings ensure that everyone is aware of any changes. Staff are given procedures during training days and on induction
6.29 A senior manager monitors duty compliance and follows up when there are concerns	Y	The Behaviour Lead monitors playtimes and lunch times reporting any concerns to the relevant people
CURRICULUM/PSHE/SMSC/TRIPS & VISITS	Y N or NA	EVIDENCE
7.1 The academy promotes tolerance of and respect for people of all faiths, cultures and lifestyles through effective spiritual, moral, social and cultural development (SMSC)	Y	The newly designed curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and

		<p>personal well-being, safety and spiritual, moral, social and cultural development. It specially targets the areas of concern in our community.</p> <p>The curriculum drivers target gaps in our children's experiences – Each year, we have recurring themes promoting Human Rights and community development. The school is currently working towards the UNICEF Rights Respecting School Award.</p> <p>Selina Witts has been responsible for ensuring that children are given a rich curriculum which strengthens and builds character, experience and resilience.</p>
7.2 OCL reviews and RD reporting evaluates and provides guidance on SMSC, PSHE and the delivery of aspects of safeguarding	Y	Evidences in OCL reviews, HMI visits and the academy's own monitoring arrangements.
7.3 The assembly programme, tutorial periods and extra curricula activities support SMSC development and include aspects of safeguarding	Y	<p>The Principal and Deputy Principal ensure that assemblies follow the 9 habits theme.</p> <p>The Pastoral Team host days during the holidays for our vulnerable students and encourage our ethos throughout all work</p>
7.4 The PSHE programme aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking	Y	Our behaviour for learning program teaches children and rewards essential skills and attributes for committed, lifelong learning
7.5 The delivery of PSHE in the academy includes aspects of safeguarding	Y	<p>Selina Witts, Shanie brown ensure that all aspects of safeguarding are delivered through the curriculum. Our Real Projects during the second half terms are focussed on breaking traditional cycles and patterns behaviour identified on the estate. Such as Domestic Violence, criminality as a way of life.</p> <p>Safety Week each year teaches pupils about potentially dangerous situations and how to manage person risk</p>
7.6 Delivery of safeguarding is mapped and reviewed annually	Y	Long term curriculum plan

		Safeguarding is a long term development. New initiatives are implemented as guideline dictate and updates are made through the Keeping Children Safe in Education document. Safety Week each year teaches pupils about potentially dangerous situations and how to manage person risk
7.7 Sex and Relationships Education (SRE) is delivered at the Academy – policy on the website	Y	The Academy employ a company ‘Big Talk’ to deliver lessons on Sex and Relationships this is implemented through the whole academy. Staff are also trained and parents are invited into the academy to discuss any concerns they may have about the delivery of this programme
7.8 Staff delivering teaching about safeguarding have received training in key areas	Y	See training records and SCR
7.9 The academy promotes the use of specialist support to assist in the delivery of aspects of safeguarding	Y	The academy invite other professional in to the academy to deliver any specialist support. This could be for children, parents or staff
7.10 The academy has established local regional, national and global partners	Y	Standalone activities are built into the curriculum and projects arise in the local area thought is given to the impact on our children and families.
7.11 The academy has established partnerships with charities including Stop the Traffik	Y	The academy has appointed a global lead and the community are aware of stop the traffic.
7.12 The promotion of British Values and ‘9 Habits’ are at the heart of the academy’s work	Y	Our working wall display at the entrance to the academy constantly changes seeking out pupil voice on the 9 habits. This is an integral part of our check in circles each morning
7.13 The academy make use of resources provided by Stop the Traffik on Child Exploitation	Y	The academy is taking part in a pilot scheme aimed at primary school aged children around exploitation.
7.14 The approach to religious education is broadly Christian but takes account of the teaching and practices of the other principal religions represented in Britain, in line with the Academy Policy	Y	Long term curriculum map and plan. OCL religious Education syllabus.
7.15 The OCL 9 Habits permeate the culture and ethos at the academy	Y	See OCL and HMI reviews. Behaviour policy. Assembly plan
7.16 Curricular and extra curricula activities ensure children understand risk and know where to get help and support	Y	The academy engages with external agencies who provide workshops for the children and

		<p>parents. Safety Week an annual event deal with issues such as road safety, fire safety, anti-social behaviour, community issues, drugs and alcohol, beach safety and any other issues which are relevant at that time.</p> <p>As issues arise, work is completed in the classrooms to address any concerns.</p> <p>The academy have positive relationships with the local policing team.</p>
7.17 The academy has a comprehensive and developmental e-safety curriculum for children	Y	<p>This is being developed with the new curriculum. Children are encouraged to report any concerns and plans are in place for children to lead certain areas of IT.</p>
7.18 A comprehensive programme of intervention is in place for children who are underperforming academically	Y	<p>The SENCO closely monitors all intervention groups. Over and above quality first teaching, In-class intervention is timetabled each day in Key Stage one and twice weekly in Key stage two. Pupil progress meetings regularly identify children at risk of falling behind</p>
7.19 Children with additional needs are well supported through intervention programmes and personalised inclusion support and this is supported by data outcomes in national tests, Ofsted inspection reports or MST monitoring visit reports.	Y	<p>Target groups of children are established through Pupil Progress meetings</p>
7.20 Staff consider Health and Safety and safeguarding and include in schemes of work and lesson plans	Y	<p>Where risk assessments are needed these are joined to planning. Staff ensure the safety of students and themselves through all curriculum activities.</p> <p>Ben Lyall is the Health and safety Champion. Shanie brown works alongside Ben on Safeguarding aspects of H and S</p>
7.21 The academy has an educational trips and visits policy – present on website	Y	<p>Local Authority system evolve is a structured tool for organising educational visits.</p> <p>Risk assessments are up to date.</p> <p>See policy.</p>
7.22 The Principal and or members of the senior team review arrangements for trips and visits, including risk assessments, and specific actions for SEND pupils and/or those requiring additional and/or medical provision	Y	<p>See evolve.</p> <p>All risk assessments take into account the needs of individual children. Staff ratios are looked at and increased if a student requires additional</p>

		support to be able to participate in activities or school trips
7.23 The academy has procedures in place to address safeguarding and child protection issues outside of the academy which assess risk and manages safety prior to and during off site activities, school trips and school journeys. These risk assessments identify specific actions and information relating to each individual SEND pupil and/or those requiring additional and/or medical provision	Y	See risk assessments The Safeguarding Manager and SEND work closely to ensure any issues which may impact on children taking part in offsite trips, after school activities, school trips etc are safe and not stressful for the children. All staff are briefed before an event.
7.24 Specific risks assessments are prepared for young people with medical needs during the academy day during any activity including EV	Y	See risk assessments
7.25 The academy has a named member of staff (EVC) with responsibility for educational visit and trips; the member of staff has received relevant training	Y	Clare Picking is the new EVC coordinator and is awaiting training. S.Witts and K.McGuire adopt the role in place until training has been completed
7.26 The EVC liaises as appropriate with OCL or another external provider regarding trips and visits	Y	See Evolve and internal records
7.27 The RD and Head of Governance are consulted regarding trips and visits over 24 hours	Y	See Evolve and internal records
IT AND E-SAFETY	Y N or NA	EVIDENCE
8.1 The academy has regular contact with the OCL National Service Delivery Managers (SDMs) and/or OCL Cluster Managers	Y	Minutes of OCL IT Cluster Managers scheduled meetings. (SDM Meetings should occur as required and Cluster Manager Meetings twice per term)
8.2 The Principal ensures e–safety is a priority across the academy	Y	The Principal and Safeguarding Lead receive weekly reports from Noreply Future Digital. This programme captures any word/phrases of concern and alerts both Principal and SM. The Safeguarding Manager updates staff in briefing regarding any concerns that are highlighted. Close working relationships with the police ensure up to date trends are monitored
8.3 The academy can provide evidence of priority through having completed the Operational E-Safety Document Template from Appendix 2 of OCL E-Safety Policy	Y	Completed Academy Operational E-Safety Document based upon Template in Appendix 2 of OCL E-Safety Policy v 9.2
8.4 Academy can demonstrate an E-Safety training priority and how it extends expertise and build capacity through an audit of needs	Y	Completed section E-Safety, Readiness for Learning Framework producing report that can establish CPD needs and write Academy

		Operational E-Safety Document based upon template in Appendix 2 of OCL E-Safety Policy
8.5 The academy has a clear Operational E-safety Document which applies to onsite and offsite activity which covers acceptable use and the areas of risk to children on line	Y	Latest version of OCL E-Safety Policy Appendix 2 highlights all the relevant sections for inclusion with an Academy Operational E-Safety Document
8.6 Current academy Operational E-Safety Document is reviewed regularly to take account of new technologies	Y	Scheduled date published within Operational E-Safety Document for annual review and new sections
8.7 Staff, children and the community are involved in the development and review of the academy Operational E-Safety Document	Y	State a brief overview of how this happens – See Engagement strategy from Readiness Framework that can be used to produce a report
8.8 The academy can demonstrate the provision of e-safety updates throughout the year to check staff understanding of issues	Y	Statement within Academy Operational E-Safety Document. Dates this happens/planned
8.9 The academy can demonstrate that they have procedures in place to ensure that all Staff and children recognise that the term 'online safety' reflects issues associated with technology and a user's access to content, contact and conduct	Y	Academy Operational E-safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.10 The academy can demonstrate that it has an Acceptable Use Technologies Agreements in place for all OCL staff and students that and makes use of the OCL Default Agreements	Y	Academy Operational E-safety Document based on OCL E-Safety Appendix 2 Operational E-Safety Document template
8.11 Staff and young people understand the consequences of unacceptable use	Y	Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.12 The academy can demonstrate that they give due consideration to changes in filtering rules and has procedures for managing the release or barring of undesirable websites	Y	Academy can explain how changes are managed with reference to the Oasis IT Services Web Filtering Policy and Changes Process.
8.13 The academy can demonstrate that they are compliant with the E-Safety Password protocols for password protection are in place and the management of passwords and rationale for use is understood by staff.	Y	Reference OCL E-Safety Policy Section 9 & Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.14 The academy can demonstrate that it has clear procedures in place relating to the use of mobile technologies that covers young people, staff and visitors. Mechanisms are in place to monitor and intervene when issues arise with Bring Your Own Devices (BYOD)	Y	Reference OCL E-Safety Policy Section 8, & Academy Operational E-Safety Document based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.15 The academy can demonstrate the records of clear documented procedures/ processes which are understood by staff relating to the use and publication of digital images. Parental	Y	References OCL E-Safety Policy Sections 10 – 15 Academy Operational E-safety Document

explicit consent is gained when publishing personal images on the website or other publications.		based on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.16 The academy can demonstrate robust reporting routes which are understood by staff and young people	Y	References: OCL E-Safety Policy Appendix 3 & Appendix 6 Academy Operational E-safety Document based on OCL E-Safety Document Appendix 2 Operational E-Safety template
8.17 Data is managed securely in accordance with OCL Data Protection and OCL IT Security Policies. By managing data in accordance with these policies are compliant with current relevant legislation.	Y	Compliance with Oasis E-Safety Policy, Oasis IT Security Policy and the Oasis Data Protection Policy
8.18 The academy can demonstrate procedures for the secure handling and storage of sensitive data (both in transit and at rest) by all staff in accordance with OCL Data Protection Policy	Y	Compliance with the Oasis Data Protection and the Oasis IT Security Policies
8.19 The academy has adopted a risk based approach to managing potential E-Safety issues and have undertaken a risk assessment for the potential risks and have mitigation actions in place. They can demonstrate that they maintain an up to date Risk Register which is reviewed at regular intervals	Y	OCL E-Safety Policy Appendix 2 provides a template for Principals to set up procedures, sanctions and policies to mitigate risk. Specimen Risk Register for Academy to populate is provided
8.20 Academy can demonstrate that staff and young people are trained in the use of social media and risks encountered in an online life	Y	Evidence within planned curriculum where this takes place – Identifying the Learning analysis tool produces a full curriculum map for use of Learning Technologies
8.21 The academy has a dedicated area on the academy website which provides e-safety and online information for young people and their families	Y	Check website for evidence
8.22 Children have an age appropriate awareness of organisations such as CEOP, NSPCC, ChildLine etc.	Y	The Pastoral team make children and staff aware of who to contact when they have a concern. Worry box is placed in the IT suite for any children who may feel threatened or unsafe while online. Contact information is on display boards and Safety Week provides information for all including parents.
8.23 The academy can demonstrate that it provides opportunities for parents to receive information or education about online safety. There are clear routes for parents to report issues.	Y	Opportunities and information are given throughout the year. Display boards are clear and easy to access for any new developments in e safety
8.24 The academy can demonstrate full use of PCE and designated DSL is able to effectively administer the software, training has been provided to relevant staff and processes are in place to ensure reports and alerts are acted upon appropriately	Y	Reference: OCL E-Safety Policy Section 7 & Academy Operational E-safety Document based

		on OCL E-Safety Policy Appendix 2 Operational E-Safety Document template
8.25 Oasis e-mail addresses have been provided to all ACs/sensitive information being sent to ACs is encrypted	Y	Information being sent to ACs, Principals AC Secretaries
BEHAVIOUR	Y N or NA	EVIDENCE
9.1 The academy promotes children's personal safety and safe relationships and promotes a positive behaviour policy for that promotes respect and safe relationships	Y	<p>Our academy tell children their rights and make sure that they understand what this means. Boards around the academy highlight their rights and a Children's Rights book is in every classroom.</p> <p>The Pastoral team speak to children about staying safe and events are held in order to educate them about safety.</p> <p>Safety Week gives a good foundation to students about all aspects of staying safe and healthy. Mental Health is also discussed and is not a taboo subject.</p> <p>Big Talk Education spend 2 days in the academy talking to children about healthy safe relationships. Parents are also invited to discuss relationships with the Professionals who deliver the work.</p> <p>The Behaviour Manager has ensured that all children have a voice in way of check in and check out circles. We continually promote our own phrases such as "We have purple behaviour, Our behaviour is impeccable and This is how we do it here".</p>
9.2 The academy has an anti-bullying policy and measures in place to prevent and respond to all forms of bullying	Y	<p>CPOMs allows staff to record any concerns and parents are encouraged to discuss their worries. Events are held in efforts to explain the word bullying. Many families use this word frequently and do not always understand the difference between fallouts and bullying.</p> <p>All incidents are taken seriously and investigated By the Behaviour Manager.</p>

9.3 The academy policy on the use of reasonable force to control or restrain young people complies with statutory requirements and national guidance which is disseminated through training to all staff	Y	The Principal will ensure that appropriate training is provided for key staff annually and for all staff at least every two years.
9.4 Records pertaining to the following are available and analysed by sub group: <ul style="list-style-type: none"> ▪ Restraints ▪ Behaviour incidents ▪ Exclusions, internal and external ▪ Equality incidents – bullying, discriminatory and prejudicial behaviour including racist, disability and homophobic bullying ▪ Online incidents including sexting and cyberbullying 	Y	The Behaviour Manager records all concerns and reports to the Principal
9.5 Children are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying and actively try to prevent it from occurring. They understand peer on peer bullying and what this can involve	Y	Work has been done in the form of class visits and assemblies about these concerns. Children are encouraged to have a voice and to tell staff when they feel that something is not right for them. Children are also made aware that their behaviour in and out of the academy reflects on them and told that it is important to be a good citizen at all times. The children are aware of who to go to, staff are also trained to spot bullying.
9.6 The academy provides leadership opportunities for children which enables peer support	Y	Our children are given leadership opportunities and are encouraged to develop leadership skills.
POLICIES/GUIDANCE/INFORMATION	Y N or NA	EVIDENCE
10.1 The Safeguarding and Child Protection Policy (September 2018) is available on the Academy website and by request at the Academy office. Other related policies/ additional guidance is available on the Academy website or by request at the Academy office. In line with KCSIE 2018, the Academy policies include:	Y	The Safeguarding policy has been updated with the latest changes to KCSIE 2018' All information in the academy policy is relevant and up to date
Anti-discrimination & harassment policy	Y	See Website
Attendance policy – see also Safeguarding and Child Protection Policy	Y	See Website
Behaviour & Anti bullying policies	Y	See Website
Changing for Sport and Physical Education policy	Y	See Website
Child Sexual Exploitation and Abuse – see Safeguarding and Child Protection Policy	Y	See Website
Children Missing – see Safeguarding and Child Protection Policy	Y	See Website
Code of Conduct Policy for OCL Staff	y	See Website
Complaints Policy	y	See Website

Critical Incident Plan	Y	See Website
guidance about domestic Violence (living in violent household)	Y	See Website
Guidance about drugs/substance misuse guidance	Y	See Website
Educational Visits Policy – see also Safeguarding and Child Protection Policy, Appendix 7	Y	See Website
Online safety, acceptable use & filtering policies	Y	See Website
Equality & Diversity Policy – see also Safeguarding and Child Protection Policy	Y	See W See Website ebsite
Exclusion policy – see also Safeguarding and Child Protection Policy	Y	See Website
Faith Based Discrimination – see Safeguarding and Child Protection Policy	Y	See Website
Female Genital Mutilation & Reporting – see Safeguarding and Child Protection Policy	Y	See Website
Forced Marriage – see Safeguarding and Child Protection Policy	Y	See Website
Gangs and Youth Violence – see Safeguarding and Child Protection Policy	Y	See Website
Gender Based Violence – see Safeguarding and Child Protection Policy	Y	See Website
Health and Safety – see Safeguarding and Child Protection Policy, Appendix 7	Y	See Website
Intimate Care Policy	Y	See Website
Procedures for allegations against staff – see Safeguarding and Child Protection Policy	Y	See Website
Procedures for allegations against other children – see Safeguarding and Child Protection Policy	Y	See Website
Medical Needs and First Aid – see also Safeguarding and Child Protection Policy	Y	See Website
No Smoking (required for EYFS)	Y	See Website
One to one working Policy	Y	See Website
Physical Intervention and Restraint Policy	Y	See Website
PREVENT / Radicalisation and Extremism – see Safeguarding and Child Protection Policy	Y	See Website
Private Fostering – see Safeguarding and Child Protection Policy	Y	See Website
Promotion of British Values – see also Safeguarding and Child Protection Policy	Y	See Website
Recruitment and Selection Policy – see also Safeguarding and Child Protection Policy	Y	See Website
Risk assessments – see Safeguarding and Child Protection Policy, Appendix 7	Y	See Website
Special Educational Needs and Disability Policy and Local Offer	Y	See Website
Teaching and Learning Policy that directly identifies approaches to safeguarding with SEND children	Y	See Website
Values and Ethos – see also Safeguarding and Child Protection Policy	Y	See Website
Whistleblowing Policy	Y	See Website

Appendix 7 - SPOC Responsibilities

I. Raising Awareness

As the SPOC for your organisation, it is important to raise awareness around this agenda and promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will promote their position and responsibility, providing advice and guidance to practitioners within their organisation. The Channel coordinators have a range of training packages available to help raise awareness, by training your trainers the aim is to mainstream this safeguarding agenda.

II. Receiving Referrals

As the SPOC, it is expected that once a practitioner within your organisation identifies an individual vulnerable to radicalisation that they contact yourselves first to discuss the case internally. If deemed suitable, the practitioner will then be asked to complete the Referral and Assessment Form (RAF). This should then be emailed to the Channel coordinator at channel.project@gmp.police.uk. The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. (At no point will the person be created on a criminal records system.) The coordinator will then complete a case summary and return it to both the SPOC and the practitioner. The practitioner should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting

Finding Out More: 'Learning Together to be Safe' guidance for schools and colleges

www.dius.gov.uk HM Government

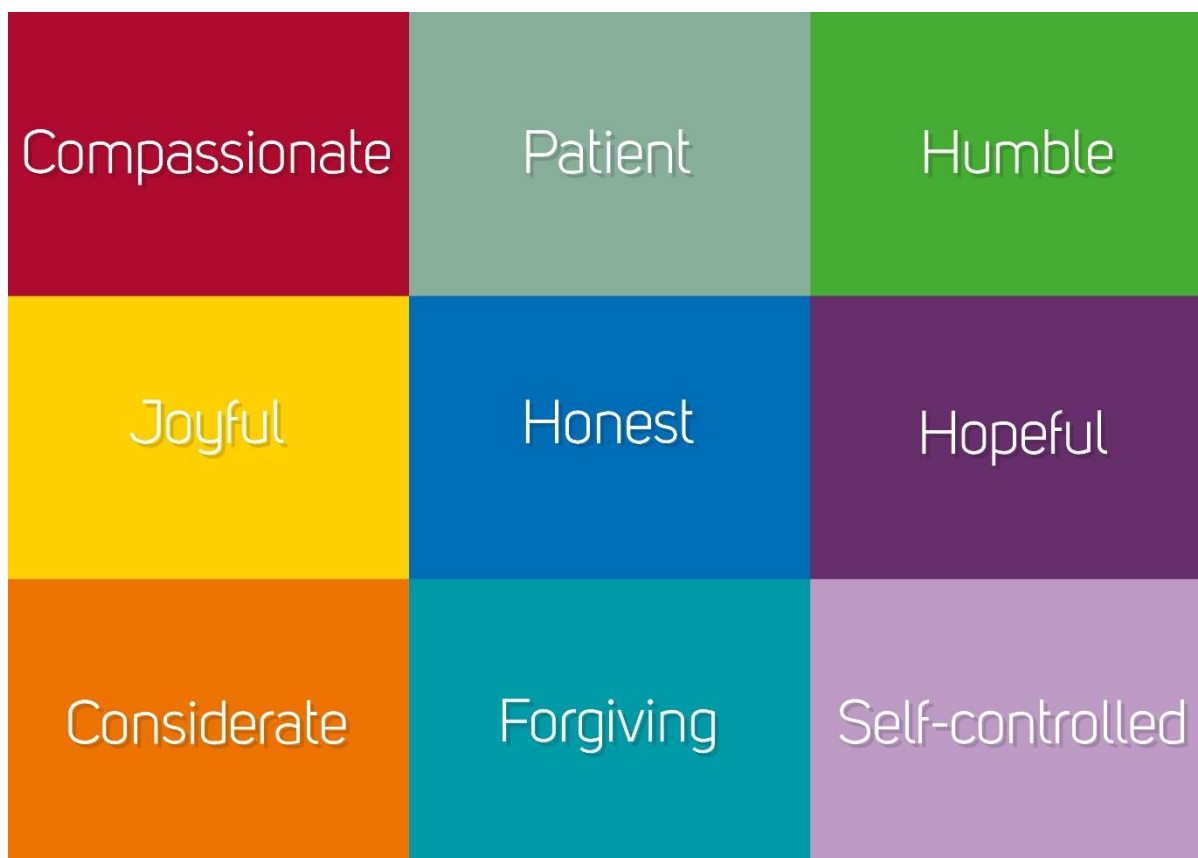
'The Prevent Strategy: A Guide for Local Partners in England'

<http://security.homeoffice.gov.uk>

Every Child Matters

www.everychildmatters.gov.uk

Appendix 8 - The Oasis 9 Habits



Appendix 9 - Local Children’s Safeguarding Board Contextual issues and approaches

Please go into detail about the approaches taken in each area.

What are the LCSB identified issues in your area?	How does your curriculum address the relevant issues?	How does your staff training programme address the relevant issues?	How do you promote positive messages about tackling these issues with the community and other stakeholders?
The Local Authorities areas of priorities are Sexual Exploitation Criminal Exploitation Domestic Abuse Neglect	As a school we constantly remind our children and adults about how we do it here. We look for the positives and encourage children to explore a wide curriculum, questioning how life has previously been for some families and how they could be in the future. The message that they can be anything they want to be is strong for our families. We encourage parents to speak to us and give plenty of opportunity for challenge. Families	The safeguarding lead delivers training as new initiatives arise. The academy volunteer for pilot projects and the safeguarding Lead sit on the steering group for the local authority for neglect. The Safeguarding Lead ensures that staff are up to date with any new information and an induction package is in place for any new staff and students.	We encourage our parents old and present to seek us out for advise and support. The Safeguarding Lead and the Principal sign post families into our Hub for any support that is not provided by the authority. The Hub attract families and the academy us this well. The safeguarding Lead delivers training to parents or to any members of the community with the local authority’s priorities in mind.

	are given experiences through the curriculum.		