



CHILD PROTECTION POLICY

September 2024

1. Introduction

The Governors and staff of Oaktree School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.

- To maintain a structured procedure within the school which will be followed by all members of the school community, in cases of suspected abuse.
- To continue to promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability as part of the recruitment and selection process.
- That we will be a 'learning school' that continually develops our approach to safeguarding with each incident and allegation made and reflect upon ways in which our practice may be improved upon.
- That our School has the safeguarding of pupils as one of the cornerstones of our curriculum approach.

2. Procedures

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB have adopted and follow the All London Child Protection Procedures.

We will ensure that:

- We have Designated Safeguarding Lead (DSL) members of staff who undertake regular training every 2 years.
- All members of staff complete the Ihasco safeguarding training package (Keeping Children Safe in Education part 1, including all updates, Prevent training and FGM training) and develop their understanding of the signs and indicators of abuse and refresh their training every year.
- Safeguarding themes are a regular part of our morning briefings, staff meetings and INSET.
- safeguarding
- All governors will also complete all the Ihasco safeguarding packages.ⁱ

- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read the Government Guidance Keeping children safe in education September 2022 and school
- All staff will be familiar with other school policies concerned with safeguarding children.
- Our procedures will be regularly reviewed and up-dated.
- The induction of new members of staff will include safeguarding children procedures in the school. They should be given a copy of the school child protection policy and Part 1 of the Government Guidance Keeping children safe in education 2018 as part of their induction into the school.

safeguarding N.b. A Google form will sent by Clair Witherington (school HR) to all staff by email for digital sign off acknowledging that the staff member has read and is familiar with the school's safeguarding policies

3. Responsibilities

The DSL works with the headteacher, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school.

The DSL is aware of the role of the appropriate adult. The DSL must liaise with the headteacher to inform him or her of any issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance - PACE Code C 2019.

All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2023). Those working directly with children will also read Annex B.

In addition to this all staff:

- Will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL via phone call; face to face meeting; or through MyConcernⁱⁱ.
- They will also know who the Chair of Governors and the Governor responsible for safeguarding are. All staff will be able to identify vulnerable learners and take action to keep them safe.
- Share information or concerns about learners with the DSL

The designated teacher is responsible for:

- Adhering to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping written records of concerns about a child even if there is no need to make an immediate referral (*see appendix 1 – School Concern Record*)
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records

- Ensuring that any pupil currently the subject of a child protection plan who is missing without explanation for two days is referred to Social Care.
- All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children

3.1 - Role of the Governing Body

The appointed Safeguarding Governor will:

- Liaise with the Head Teacher and the DSL to produce an annual report for governors. Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay
- Ensure that this document is updated annually
- Ensure that the DSL team is made up of appropriate members of the SMT/ SLT and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively.
- Ensure that the training and learning for the school community is robust and effective.
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)
- Ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe In Education (2023, Part 3).
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback.
- Ensure that the setting has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices and that governors are aware of school actions and policies in managing potential online harm and the dangers that may be associated with online site and social media.
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements

4. Supporting Children

We recognise that:

- a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.
- a child in these circumstances may feel helpless and humiliated.
- a child may feel self-blame.
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- the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

At Oaktree we understand that there is a potential for children with SEN and disabilities to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, due to communication barriers and other factors such as low self confidence.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

5. Respond to incidents of child-on-child Abuse.

(There is flow diagram in Appendix B that illustrates this section)

All staff should recognise that children can abuse other children (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm this can be found under section 1.9 Key Safeguarding Areas. It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.

It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily as reflected in section 2.1 Reporting a concern of this policy. Oaktree Special School will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.

The school aims to:

- Provide an inclusive environment in which LGBT pupils and staff are valued and respected;
- Promote understanding of and support the needs of LGBT pupils and staff;
- Usualise LGBT awareness and issues through the provision of an inclusive curriculum;
- Monitor and tackle HBT language and bullying.

- Ensure the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.

The school cannot promise confidentiality as it is highly likely that information will need to be shared with appropriate others. Please refer to Section 9. Confidentiality

Where necessary, victims of child-on-child abuse will be referred to either our school mentor, music therapist or child psychotherapist, for support. In circumstances perpetrators of child-on-child abuse may also be referred to these services

6. School approach to sexting – please see linked document on Sexting on our website:
<https://www.oaktree.enfield.sch.uk/page/?title=Policies&pid=18>

7. Multi-agency working

Oaktree will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2018](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

- · If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- · Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in Appendix B.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Hope Virtual School.

Oaktree will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

8. Additional considerations:

Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.

In situations where a child in care may be put on to part time timetable, the school will consult with the Hope Virtual School following local procedures. [GUIDANCE ON THE FIXED TERM & PERMANENT EXCLUSION OF CHILDREN IN CARE FROM SCHOOLS & PRUS \(bristol.gov.uk\)](#)

If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.

If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance [‘When to Call the Police’ from the NCPCC](#) can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.

In the rare event that a child death occurs, or a child is seriously harmed, Oaktree will notify the Keeping Bristol Safe Partnership as soon as is reasonably possible.

Domestic Abuse

All staff should be aware of the impact of domestic abuse (and witnessing domestic abuse) including the potential short-term and long-term detrimental impact on a child’s health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.

9. Confidentiality

We recognise that all matters relating to Child Protection are confidential. The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

10. Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated staff and to seek further support as appropriate.

11. Allegations against staff

We understand that a pupil may make an allegation against a member of staff/volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LAs Lead Officer for Child Protection. This complies with the SCB procedure for ‘Managing allegation against staff & volunteers working with children & young people’ (on SCB website).

The school will follow the All London Child Protection procedures for managing allegations against staff (see *Staff Code of Conduct Policy*).

12. Responding to allegations of abuse made against professionals.

Staff must report any concerns or allegations about a professional’s behaviour (including supply staff, volunteers, and contractors) where they may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher/Principal who will follow guidance in Keeping Children Safe in Education (2023, Part four: Allegations of abuse made against teachers and other staff).
- If the concern relates to Head Teacher/Principal it should be reported to the Chair of Governors, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.

· **[If concerns relate to the head teacher who is the sole proprietor of an independent school, allegations should be referred to the LADO – remove if this statement is not applicable]**

Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

13. Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2023, Part 4). A low level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section and in appendix 2 of this document.

Reports should be made to the DSL (or the head teacher if it is regarding the DSL). Oaktree School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues (*see Whistleblowing Policy*).

15. Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force for the minimum amount of time necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures (*see Positive Handling Policy*).

We use the Priceⁱⁱⁱ model for supporting children including those who may need to be restrained (as a last resort e.g. threatening physical violence to another child or adult, causing harm to themselves or causing significant damage to property).

15. Information Sharing

Oaktree School is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as

- To gain consent would place the child at risk, by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Oaktree School will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Oaktree School will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

16. Behavioural Policy

Our Behavioural policy is set out in a separate policy and acknowledges that to allow or condone bullying including cyber-bullying may lead consideration under child protection procedures.

17. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures (*see Behaviour & Anti-Bullying & Harassment Policy*).

18. Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm in the real and digital world and to know to whom they should turn for help.

19. Health & Safety

Our Health & Safety policy, set out in a separate document reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits (*see Health & Safety Policy*).

20. Safer recruitment

Oaktree School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2023; Part 3)

This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.

It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. These will include an online search using the Google search engine (looking at the first page of the returned search) during the recruitment process.

All recruitment materials will include reference to Oaktree's commitment to safeguarding and promoting the wellbeing of learners.

21. Prevent Duty

The aim of the Prevent Duty is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

The Prevent Duty has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Any student who may cause us concern regarding these duties will be reported to the Designated Child Protection following the same procedures as if a child protection concern.

Our British values policy outlines how we support positive character development in order that our students are able to understand and have conversations around these issues. This policy sets out the framework in which Oaktree School will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (*see British Values Policy*)

22. Child Sexual Exploitation (CSE)

As a local issue of particular concern in Enfield, all staff are trained in CSE awareness and where concerns exist, follow our usual child protection procedures

22.1 Sharing nudes and semi-nudes by children

When an incident involving nudes and semi-nudes comes to the attention of any member of staff or volunteer

- the incident should be referred to the DSL as soon as possible
- the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding/leadership team who deal with safeguarding concerns
- there will be subsequent interviews with the children or young people involved (if appropriate)
- parents/carers will be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

23. Female Genitalia Mutilation (FGM)

Should any member of staff have concerns that a student has been subject to, or risks being subject to FGM, they should call the police immediately before informing the Lead DT. All further actions will be advised by the police.

24. E-Safety

Our E Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world. (*see E-Safety Policy & Video and Digital Imaging Policy*).

25. 1:1 Working

Our 1:1 Working policy is for the protection of both children and staff, outlining the importance of not being alone in a room wherever possible.

26. Intimate Care

Staff are committed to being both professional and caring and treating children in a dignified manner at all times (*see Intimate Care Policy*).

27. Named Officers

Lead officer: Loraine Stock

Designated officers: Russell Davey

Louis Wells

Kyriacos Nicholas

Ricardo Morais

Designated governor: Alex Bussandri

If anyone is unsure as to what form to record an incident or event on, please come and ask either Louis or Loraine

Pastoral/Incident sheet

Significant Conversation record keeping

So that we can keep clear accounts of what significant conversations, incidents of physical intervention and any concerns about our pupils we use two systems. For any safeguarding/ wellbeing concerns, we use the MyConcern system. In order to record any instances of Physical Intervention we use Physical Intervention Records.

Further reading and DfE advice can be found in:

Working together to Safeguard Children September 2018

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

Keeping Children Safe in Education 2023

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

What to do if you are worried a child is being abused 2015

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

The Prevent Duty 2023 (<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>)

Safeguarding young people and children from sexual exploitation August 2020

(<https://lx.iriss.org.uk/sites/default/files/resources/Safeguarding%20children%20and%20young%20people%20from%20sexual%20exploitation.pdf>)

Guidance for Safer Working Practice for those working with children and young people in educational settings 2019 (<https://cscp.org.uk/wp-content/uploads/2021/03/Guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-DCSF.pdf>)

Oaktree Sexting Policy 2021

Sharing nudes and semi-nudes: advice for education settings working with children and young people
Published 23 December 2020

After-school clubs, community activities and tuition: safeguarding guidance for providers
(<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>)

PACE code <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Approval Committee:	Full Governing Body
Author/responsible person:	Louis Wells & Loraine Stock

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Statutory?	Yes

LONDON BOROUGH OF ENFIELD

DECLARATION OF UNSPENT AND RELEVANT SPENT CRIMINAL OFFENCES
AND OTHER RELEVANT INFORMATION

BEFORE COMPLETING THIS FORM PLEASE READ
THE FOLLOWING NOTES CAREFULLY.

It is the policy of this Council and the School to require successful applicants for certain posts to disclose certain information on previous criminal records, **or other relevant information**, they may hold. This does not mean that possession of a criminal record **or the requirement to provide other relevant information** will automatically prevent you from working for the Council or the School. As part of the recruitment process such information will only be considered in the light of its relevance to the post for which you are applying. In many cases, a particular conviction **or other information provided** will be of no relevance and so can be discounted for the purposes of your application. In assessing your suitability for a post, the Council and the School comply with the Code of Practice recommended by the Disclosure and Barring Service **and other statutory guidance**.

Also, it is the Council and School's policy to require all applicants for employment to disclose any previous 'unspent' criminal convictions and any cautions, reprimands and warnings that you have which have not expired, or any pending prosecutions. In addition, the job you are applying for is exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice Website and on the websites of charities NARCO and UNLOCK.

The Council, or School, will use information provided by the Disclosure and Barring Service, **as well as other information received**, when assessing your suitability for such jobs. In the event of employment, any failure to disclose such convictions **or other relevant information requested**, could result in dismissal or disciplinary action by the Council or the School. Any information you give us about convictions **and other relevant information** will be kept confidential and will only be considered in relation to the job for which you are applying.

1. DECLARATION OF CRIMINAL OFFENCES

Using the guidelines below please list **all your unspent, and relevant spent, convictions, cautions, reprimands and final warnings**, including any convictions in a Court of Law outside Great Britain. Do not forget to include any pending convictions and indicate that they are pending. You must provide details of the following:

Cautions relating to an offence from a prescribed list (see below) agreed by Parliament

Cautions given less than 6 years ago (where you were over 18 years old at the time of the caution)

Cautions given less than 2 years ago (where you were under 18 years old at the time of the caution)

Convictions relating to an offence from a prescribed list (see below) agreed by Parliament

Convictions that resulted in a custodial sentence (regardless of whether served)

Convictions given less than 11 years ago (where you were over 18 years old at the time of the conviction)

Convictions given less than 5.5 years ago (where you were under 18 years old at the time of the conviction)
Form to be completed by members of staff and volunteers

The prescribed list referred to above includes a range of offences which are serious and which relate to sexual offending, violent offending and/or safeguarding. It would never be appropriate to withhold details of offences on this list. A list of offences which **must always** be declared has been derived from the legislation and can be accessed using the following link:
<https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminalrecord-check>

If you have no unspent, and no relevant spent, convictions, cautions, reprimands or warnings please write **'NONE'**, **proceed to section 2. OTHER RELEVANT INFORMATION** and **then** sign the form. If you have any queries about the completion of the form, please contact the telephone number given in the covering letter.

Nature of Offence(s)	Name of Court and Date of Conviction(s) and/or Date of Caution(s), Reprimand(s) or Warning(s)	Sentence(s)
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2. OTHER RELEVANT INFORMATION

Please answer the following questions, stating ‘YES’ or ‘NO’ in the relevant box and providing other information where requested, if relevant.

QUESTIONS	If the answer is YES, State YES in the box below	If the answer is NO, State NO in the box below
Are you on the Children’s Barred List in this country?		
Are you on the Adult’s Barred List in this country?		

Are you prohibited from teaching or from carrying out teaching work either in England and Wales or elsewhere?		
Are you prohibited from taking part in the management of an independent school in this country?		
Have you committed any criminal offence(s) in any country in line with the law as applicable in England and Wales, not the law in your country of origin or country where you were convicted?		
Are you known to the police or children's social care in this country or elsewhere? <u>**If YES, please state brief details below or continue on a separate sheet:</u>	**	
Have you been disqualified from providing childcare in this country?		

All information given **on this form** will be treated in the strictest confidence. Following receipt of this form you may be contacted to discuss the information you have given.

Please read the following statement carefully, then complete and sign overleaf. I certify that, to the best of my knowledge, the information **I have given** on this form is true and accurate. I understand that if the information I have supplied is false, misleading or incomplete in any way, I may be disqualified from future engagement with the Council and/or the School and that any current engagement may be terminated with immediate effect.

When you have completed sections 1. and 2. above, please complete and sign below as instructed, place the form in the attached envelope and seal it.

Signed: _____

Name (please print in CAPS): _____

Position applied for:

Date

Form to be completed by staff temp agencies that Oaktree School contracts to employ staff on a permanent or temporary basis.

RECRUITMENT QUESTIONNAIRE FOR COMPLETION BY AGENCIES

This School/Service needs to be satisfied that employment agencies adopt robust recruitment and vetting procedures when taking on workers for deployment within the Education Sector. Please answer the following questions and return the form as indicated overleaf. If you need to provide additional information or comments, please do so in the box provided overleaf.

No.	Question	YES	NO
1(a)	Do you check that your staff/workers are medically fit to carry out their duties?		
1(b)	If yes to 1(a), do you use the services of an Occupational Health Manager or Specialist?		
2	Do you carry out Barred List checks on all your staff/workers who will be in Regulated Activity through the Disclosure and Barring Service (DBS) prior to them undertaking any work (including through the DBS Update Service where an individual is registered)?		
3	Does your Agency ensure that an Enhanced Disclosure is received for all your staff/workers (or otherwise that the necessary checks are carried out through the DBS Update Service where an individual is registered) before they start work? Please state below which Registered Body carries out checks on your behalf. Registered Body:		
4	Does your Agency obtain a fresh Enhanced Disclosure (or otherwise carry out the necessary check through the DBS Update Service where an individual is registered) if the employee/worker has a break in service of 3 months or more, or if there are concerns about the person's suitability to work with children?		
5	Can you confirm that, if any information is made available on the Enhanced Disclosure, or if any additional information is made available separately to the Agency , that you would disclose it to the school and you would not employ, or offer work to, any staff/workers who are unsuitable to work with children?		
6	In accordance with the Childcare Act 2006 and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 do you ensure that staff/workers sign a declaration to ensure that they are not disqualified from: <ul style="list-style-type: none"> work in early years provision with children up to the age of five (i.e. up to 1st September following their 5th birthday). This includes teachers and support workers in school nursery and reception classes; work in later years childcare settings for children up to the age of eight (i.e. before and after school provision including breakfast clubs, crèches, after school clubs etc); being directly concerned in the management of such early or later years provision. 		
7	Does your Agency check the TRA Teacher Services' system website: (a) to ensure that relevant staff/workers (currently teachers) are not subject to a prohibition order or an interim prohibition order prior to them undertaking any work? <i>(This is a requirement of the School Staffing (England) (Amendment) Regulations 2013 in relation to any staff/workers supplied on or after 2nd September 2013);</i> (b) for relevant positions/engagements, the list ' Showing Section 128 Barring Directions' ? <i>(Persons on this list are prohibited or restricted from taking part in the management of an Independent school, inc. Academies and Free schools).</i>		

No.	Question	YES	NO
8	Do you carry out identity checks and checks to comply with the provisions of the Immigration, Asylum and Nationality Act 2006 to ensure that the employee/worker is legally able to work in this country?		
9	Do you check that your staff/workers have the appropriate qualifications (i.e. for qualified teachers, Qualified Teacher Status (QTS) certificate issued by the DfE [or predecessor/other previously authorised Body] or Qualified Teacher Learning and Skills (QTLS) certificate and membership of the Society for Education and Training (SET) as appropriate)?		
10	Do you ensure that Overseas Trained Teachers (OTTs) do not work for more than 4 years without gaining Qualified Teacher Status (QTS) , as required by the relevant Regulations?		
11	Do you ensure that your staff/workers deployed to customer-facing roles in Statefunded schools have a command of spoken English that is sufficient for the job role(s) they will be undertaking?		
12(a)	Do you require two satisfactory references before you appoint a person?		
12(b)	Do you require that one of the references must be from the current or most recent employer ?		
12(c)	If the referees provided do not relate to a person's background or previous work with children do you require a reference that does (where the person has previously carried out such work)?		
13	Do you carry out additional checks where a person has lived or worked overseas?		
14	Do you check reasons for leaving previous positions?		
15	Do you pay your teachers in accordance with the provisions of the national School Teachers' Pay and Conditions Document ?		
16	Will you be held responsible for any issues arising from Employer's Liability for your employees/workers e.g. health and safety at work?		
17	Can you confirm that as an employer/Agency for deploying workers, you do not discriminate on the grounds of age, disability, race, sex, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy, or religion or belief?		
18	Can you confirm that, as an Agency, you comply with all the relevant provisions required by the Agency Workers Regulations 2010 and any subsequent amendments?		

Additional Information/Comments:

Signed **Date:**

Status:

PLEASE RETURN THE COMPLETED FORM TO:

ⁱ <https://www.ihasco.co.uk/> Link to the Ihasco training packages site.

ⁱⁱ <https://www.thesafeguardingcompany.com/myconcern/> link to the school's online recording service.

ⁱⁱⁱ <https://www.pricetraining.co.uk/> "When supporting people who are distressed in either education, health or social care settings, there are times when restrictive interventions are required to protect staff, the individual themselves and others within the community. Despite this need, **PRICE Training is committed to restraint reduction and believes the use of coercive and restrictive practice can be minimised**, and that the misuse of restraint can be prevented.

PRICE Training places a significant emphasis on the importance of primary, secondary and non-restrictive tertiary strategies. From a person-centred approach, that aims to understand and meet the needs of individuals before difficulties arise, to recognising an individual's early behavioural signs (physical, emotional, communicative); our courses offer creative experienced-based skills that are effective in preventing situations from escalating. A significant emphasis is also placed on the use of non-restrictive tertiary strategies, such as de-escalation, diversion, distraction or strategic capitulation as well as the use of breakaway techniques to safely respond to unwanted physical contact"

Allegations against staff (including low-level concerns) policy

Appendix 2:

Allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education. Amend or add to this as applicable to reflect your own approach.

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

Behaved in a way that has harmed a child, or may have harmed a child, and/or

Possibly committed a criminal offence against or related to a child, and/or

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' (DSL member) will lead any investigation. This will be the headteacher, DSL member or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.
Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

Redeployment within the school so that the individual does not have direct contact with the child or children concerned.

Providing an assistant to be present when the individual has contact with children

Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

Moving the child or children to classes where they will not come into contact with the individual, ***making it clear that this is not a punishment and parents/carers have been consulted.***

Temporarily redeploying the individual to another role in a different location, for example to an alternative part of the school or other work for the school.

I

f in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence).
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Procedure for dealing with allegations:

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below:

Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.

Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. [Add further information here about the support available to individuals in your context, such as who they can turn to for advice – trade union representatives, or a colleague, for example – and any school/local authority/trust arrangements for welfare counselling or medical advice]

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions:

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated:

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension.

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.

Include substantiated allegations, provided that the information is factual and does not include opinions
Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education. Amend or add to this as applicable to reflect your own approach.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

Being overly friendly with children

Having favourites

Taking photographs of children on their mobile phone

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

Empowering staff to share any low-level concerns

Empowering staff to self-refer

Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

Directly to the person who raised the concern, unless it has been raised anonymously

To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's [staff behaviour policy/code of conduct]. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or

The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance