



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

CHILD PROTECTION POLICY

APPROVED BY ESCAT DIRECTORS	October 2026
SCRUTINISED AND INSPECTED BY GOVERNORS	September 2026
DATE LAST REVIEWED	September 2026
MEMBER OF STAFF RESPONSIBLE	Deputy Head of School and Designated Safeguarding Lead
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

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But Jesus called the children to him and said, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.

Luke 18:16

Catholic Social Teaching

Catholic Social Teaching recognises as one of its core principles the dignity of the human person. This applies equally to children as to adults. Every person is made in the image and likeness of God and therefore has an innate dignity. Children are precious gifts entrusted to us and, as some of the most vulnerable members of society and of families, they are entitled to special protection, care and respect.

The values of the Edith Stein Catholic Academy Trust (ESCAT) commit us to respect the intrinsic dignity of every person and to work with vulnerable and marginalised communities so that the voice of those who may otherwise go unheard is heard. At Oaklands Catholic School and Sixth Form College, safeguarding is therefore integral to our Catholic mission: Christ is placed at the centre of school life and the welfare, dignity and flourishing of every child are paramount.

“Special attention must be devoted to the children by developing a profound esteem for their personal dignity, and a great respect and generous concern for their rights. This is true for every child, but it becomes all the more urgent the smaller the child is and the more it is in need of everything, when it is sick, suffering or handicapped.”

*John Paul II
Familiaris Consortio, 26*

1.0 Policy Statement

*‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.’ KCSiE*

- 1.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.
- 1.2 We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.
- 1.3 We maintain an attitude of “it could happen here” where safeguarding is concerned and act immediately when a child may need help or protection.
- 1.4 The purpose of this policy is to provide staff, volunteers, governors, trustees and other adults working with children a framework for safeguarding and child protection, and to inform parents and carers about how the school will safeguard children in its care.
- 1.5 Oaklands Catholic School and Sixth Form College operates within the Edith Stein Catholic Academy Trust (ESCAT). This policy is implemented consistently with Trust requirements and the school’s Catholic ethos, while the best interests and safety of the child remain paramount.
- 1.6 Specific operational guidance is available to staff within the Oaklands Staff Handbook and the Safeguarding & Child Protection area on Teams.

2.0 Definitions

Within this document:

- 2.1 A **child** is anyone who has not yet reached their 18th birthday. This policy applies to pupils and students at Oaklands Catholic School and Sixth Form College who are under 18, and, where relevant, to visiting children and young people from other establishments. Students aged 18 or over in the Sixth Form are not legally children for the purposes of child protection legislation, although the school will continue to respond appropriately to concerns about their welfare and safety.
- 2.2 **Child protection** is part of safeguarding and is concerned with protecting individual children identified as suffering, or likely to suffer, significant harm.
- 2.3 **Safeguarding and promoting the welfare of children** includes: providing help and support as soon as problems emerge; protecting children from maltreatment whether inside or outside the home, including online; preventing impairment of mental or physical health or development; ensuring children grow up with safe and effective care; and taking action to enable all children to have the best outcomes.
- 2.4 **Staff** means all adults working for or on behalf of the school, whether paid or unpaid, full-time or part-time, permanent, temporary, supply, agency, trainee, contracted or voluntary. It includes governors and trustees where they are carrying out school functions.
- 2.5 **Parent** includes birth parents and other adults in a parenting role, including adoptive parents, step-parents, guardians, foster carers and others with parental responsibility.
- 2.6 **Abuse** may include physical abuse, emotional abuse, sexual abuse and neglect. Abuse, neglect and exploitation may occur within families, institutions, communities or online; may be perpetrated by adults or children; and safeguarding issues frequently overlap.
- 2.7 **Family Help** describes support provided as soon as a problem emerges and includes universal and community-based Early Help, targeted early help and, where appropriate, statutory support under section 17 of the Children Act 1989.

3.0 Aims

- 3.1 To provide a clear framework for safeguarding and child protection so that all adults understand and discharge their responsibilities.
- 3.2 To identify concerns early, provide or secure timely help, prevent escalation and protect children from harm.
- 3.3 To ensure consistent, child-centred practice across the school, including effective recording, information sharing and multi-agency working.
- 3.4 To demonstrate the school's commitment to a strong safeguarding culture in which children are listened to, adults remain professionally curious and concerns are acted upon without delay.

4.0 Principles and Values

- 4.1 Children have a right to feel safe and cannot learn effectively unless they do so.
- 4.2 All children have a right to protection from abuse, neglect and exploitation, including harm outside the home and online.

- 4.3 All staff have an equal responsibility to identify concerns, provide support and act on any suspicion, indicator, disclosure or allegation that a child may be at risk, whether the risk arises within school, at home, in the community or online.
- 4.4 Children's wishes and feelings should be heard and taken seriously, while recognising that the responsibility for safeguarding decisions rests with adults and statutory agencies.
- 4.5 The school will work in partnership with parents and carers wherever it is safe and appropriate to do so. Information may be shared or referrals made without parental consent where this is necessary to safeguard a child.
- 4.6 The school will work with local authority children's social care, police, health services, safeguarding partners and other relevant agencies in accordance with Working Together to Safeguard Children.
- 4.7 Professional curiosity, respectful challenge and timely escalation are essential where information is incomplete, explanations do not fit, or concerns persist.
- 4.8 Children who may face additional barriers to disclosure or increased vulnerability, including children with SEND, relevant health conditions, young carers and children experiencing discrimination, will receive appropriate consideration and support.

5.0 Leadership and Management

- 5.1 The governing body/proprietor must ensure that appropriate safeguarding and child protection policies, procedures and systems are in place and that they comply with legislation, statutory guidance and local safeguarding arrangements.
- 5.2 The school will appoint a Designated Safeguarding Lead (DSL) from the senior leadership team, with appropriate authority, time, funding, training and resources to carry out the role. Deputy DSLs will be trained to the same standard.
- 5.3 The Designated Safeguarding Lead from September 2026 is Mr Brian Bennett, Deputy Head of School. The DSL is based in the Newman Block.
- 5.4 The DSL is supported by trained deputy safeguarding leads and by Oaklands' wider safeguarding team. The safeguarding team for 2026–27 comprises Mr Brian Bennett (DSL), Mrs Bonnington, Mrs Bradley, Mr Leath, Mr Semple, Mrs Mitchell, Mr Neil, Mrs Cope, Mrs Cunningham, Mrs Rowsell, Mrs Standen, Mr Miller, Mrs Moss, Mrs Chinorwadza, Dr Colvin and Mrs Nicholls.
- 5.5 The nominated safeguarding governors are Elizabeth Boulton and Judith Hoar. The Chair of Governors is Dr Elizabeth Cluett. Safeguarding governors can be contacted via the Clerk to Governors, Claire Colley.
- 5.6 The safeguarding team provides accessible support across the school and Sixth Form. Pupils and staff can contact the safeguarding team at dsleads@oaklandscatholicschool.org. The current safeguarding-team poster and internal staff information will be updated promptly if personnel, roles or locations change.
- 5.7 Robust arrangements will ensure safeguarding cover whenever the DSL is unavailable. A trained deputy must be accessible and safeguarding information must be capable of being received, monitored and acted upon without delay.
- 5.8 Safeguarding is a whole-school responsibility. Any pupil can speak to any member of Oaklands staff about health, safety or wellbeing concerns; members of the safeguarding team have additional training to help secure the right support.

- 5.9 The governing body/proprietor will ensure that safeguarding is considered when facilities or premises are used by outside organisations and that allegations relating to incidents occurring when services or activities are provided by another body are managed in accordance with statutory guidance.
- 5.10 The school will ensure appropriate safeguarding arrangements in sport, alternative provision, work experience, off-site activity and any education delivered away from the main school site.

6.0 Training

- 6.1 All staff will receive appropriate safeguarding and child protection training, including online safety and filtering and monitoring responsibilities, at induction. Training will be regularly updated and staff will receive safeguarding updates as required and at least annually.
- 6.2 All staff, including those who do not work directly with children, will read Part One of Keeping Children Safe in Education 2026. Staff who work directly with children should also be familiar with the additional information in KCSIE Annex A relevant to their role.
- 6.3 Staff induction will include the child protection policy; behaviour policy; staff behaviour policy/code of conduct; procedures for child-on-child abuse; the safeguarding response to children absent from education, particularly repeatedly and/or for prolonged periods; the identity and role of the DSL and deputies; and relevant school online safety arrangements.
- 6.4 DSLs and formally designated deputy safeguarding leads will undertake training to provide the knowledge and skills required to carry out the role. This will be updated at least every two years, with knowledge and skills refreshed at least annually. They will also undertake Prevent awareness training.
- 6.5 Governors and trustees will receive safeguarding and child protection training at induction, regularly updated, and sufficient to enable them to provide strategic challenge and assurance.
- 6.6 Oaklands will use briefings, staff meetings, internal guidance and the Safeguarding & Child Protection Teams area to communicate changes in national, Hampshire and school procedures between formal training events.

7.0 Referral and Family Help

- 7.1 Any member of staff who has a concern about a child's welfare must act on it immediately and speak to the DSL or a formally designated deputy safeguarding lead. Staff should not assume that somebody else will take action.
- 7.2 The DSL or formally designated deputy safeguarding lead will consider the information available and decide what response is required. Options may include support within school; universal services or community-based Early Help; a Family Help assessment or targeted early help; referral for statutory services under section 17 of the Children Act 1989; or referral to local authority children's social care where there is reasonable cause to suspect significant harm under section 47.
- 7.3 If the DSL or a formally designated deputy safeguarding lead is not available, this must not delay appropriate action. Staff should consider speaking to a member of the senior leadership team and/or making a referral directly to local authority children's social care. Any action taken should be shared with the DSL as soon as practicable.
- 7.4 Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will refer to local authority children's social care and/or the police as appropriate. In an emergency, 999 must be called.

- 7.5 Parents or carers will generally be informed about a referral unless there is a compelling reason not to do so, for example where informing them could place the child at additional risk, impede a police investigation, or increase the risk of coercion or retaliation. Advice should be sought from children's social care where necessary.
- 7.6 Where a concern relates to possible exploitation, trafficking or modern slavery, child protection procedures will be followed and the DSL will consider the need for a modern slavery/National Referral Mechanism referral in accordance with statutory guidance.
- 7.7 Teachers have a separate statutory duty to report to the police known cases of female genital mutilation where they discover, in the course of their professional work, that an act of FGM appears to have been carried out on a girl under 18. The DSL should also be informed.
- 7.8 All concerns, discussions, decisions and the reasons for those decisions will be recorded. Records must include cases where referrals were made and where a decision was taken not to refer.
- 7.9 At Oaklands, safeguarding concerns, actions, discussions, decisions and the reasons for those decisions are recorded on ClassCharts in accordance with the school's safeguarding recording procedures set out in Annex B.
- 7.10 Staff can access operational safeguarding procedures and current guidance through the Safeguarding & Child Protection area on Teams and the staff handbook.

8.0 Confidentiality and Information Sharing

- 8.1 Safeguarding information will be handled sensitively and shared on a need-to-know basis, but the protection and welfare of children takes priority over unnecessary restrictions on information sharing.
- 8.2 Data protection legislation does not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Relevant legislation includes the UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025.
- 8.3 Staff must never promise a child that information will be kept secret. They should explain that information may need to be shared with people who can help, involving the child as far as is appropriate and safe.
- 8.4 The DSL and formally designated deputy safeguarding leads will ensure that detailed, accurate and secure records are maintained of concerns, discussions, decisions and actions, including the rationale for decisions and any risk assessment undertaken. At Oaklands, safeguarding records are maintained through ClassCharts in accordance with the school's safeguarding recording procedures.
- 8.5 Child protection files will be transferred securely and separately from the main pupil file when a child moves school or college. Transfer should take place as soon as possible, generally within five days for an in-year transfer or within the first five days of the start of a new term, with confirmation of receipt obtained. Where risk requires it, key information should be shared in advance of the child's arrival.
- 8.6 The DSL will consider whether it is appropriate to share additional information with a receiving setting to enable appropriate support and risk management, taking account of the child's best interests and data protection requirements.

9.0 Education and Prevention

- 9.1 The school will teach children about safeguarding, including online safety, through a planned and age-appropriate curriculum. Education will help children recognise risk, understand healthy and respectful relationships, seek help and know how to report concerns.
- 9.2 Preventative education will form part of a whole-school approach underpinned by the behaviour policy and pastoral support system. It will address boundaries, consent, stereotypes, prejudice, racism, misogyny, misandry, harassment, sexual harassment, sexual violence, online harms and other forms of abusive or discriminatory behaviour.
- 9.3 Curriculum content and safeguarding support will take account of the needs and vulnerabilities of individual children, including victims of abuse and children with SEND or relevant health conditions.
- 9.4 At Oaklands, this work is supported through Personal Development and Citizenship, the wider curriculum, tutor and assembly programmes, Sixth Form provision, and the school ethos expressed through the Oaklands Way and the Catholic life and mission of the school. Safeguarding education is underpinned by the Catholic understanding of the dignity and worth of every person.
- 9.5 Every pupil and Sixth Form student should be able to identify a trusted adult in school. Members of the safeguarding team are identified to the school community through current safeguarding-team information and school systems. Pupils and students are reminded that they may speak to any member of staff if they have a concern about their health, safety or wellbeing.

10.0 Concerns or Allegations about Adults Working with Children

- 10.1 This section applies to concerns or allegations about staff, supply staff, volunteers, trainee teachers and contractors. The school will follow Part Four of Keeping Children Safe in Education 2026 and local LADO procedures.
- 10.2 Where an adult working in or on behalf of the school has behaved in a way that has harmed a child, may have harmed a child, may have committed a criminal offence against or related to a child, may pose a risk of harm to children, or has behaved in a way that indicates they may not be suitable to work with children, the concern must be reported without delay to the appropriate case manager.
- 10.3 Concerns or allegations about a member of staff or other adult working in or on behalf of Oaklands should be reported immediately to the Head of School, Mrs Amy Bonnington, who will act as case manager.
- 10.4 Where the concern or allegation is about the Head of School, it must be reported to the Chair of Governors, currently Dr Elizabeth Cluett, who will act as case manager. The Local Authority Designated Officer (LADO) will be contacted in accordance with statutory and Hampshire procedures.
- 10.5 The case manager will distinguish between an allegation that meets the harm threshold and a low-level concern. The LADO will be contacted where the harm threshold may be met or where advice is required. The school will not undertake an investigation that could compromise a statutory investigation.
- 10.6 Where a concern relates to a supply teacher, trainee teacher or contracted worker, the school and the employing or training organisation share safeguarding responsibilities. The school will take the lead in establishing the facts about what happened on its premises or under its supervision and will work with the relevant organisation and the LADO.

- 10.7 Low-level concerns will be recorded, reviewed and addressed in accordance with the staff behaviour policy/code of conduct. Patterns of concerning behaviour will be considered, and records retained in line with statutory guidance and school procedures.
- 10.8 Where an allegation raises separate safeguarding concerns about the child or other children, the case manager will ensure that these are shared with the DSL and appropriate safeguarding action is taken in line with KCSIE.

11.0 Child-on-Child Abuse (including Harassment and Violence)

- 11.1 All staff should recognise that children can abuse other children. Child-on-child abuse can happen inside or outside school, online or offline, and can involve children of any age or sex. The absence of reports does not mean that abuse is not happening.
- 11.2 Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator. It is preventable. Children who display harmful behaviour may themselves have experienced abuse, trauma, exploitation or other adversity and may require safeguarding support.
- 11.3 Child-on-child abuse may include bullying (including cyberbullying and prejudice-based or discriminatory bullying); abuse in intimate personal relationships; physical abuse; serious violence or threats involving weapons; sexual harassment; sexual violence; causing someone to engage in sexual activity without consent; making or sharing nudes or semi-nudes; upskirting; initiation or hazing; and other harmful sexual behaviour.
- 11.4 The school will adopt a zero-tolerance approach to sexual harassment and sexual violence. Such behaviour will never be dismissed as “banter”, “having a laugh”, “part of growing up” or “boys being boys”.
- 11.5 Harmful sexual behaviour exists on a continuum. Early intervention in inappropriate or harmful behaviour, including misogyny, can help prevent escalation to more serious abuse. Responses will be proportionate to the age, development, needs and circumstances of the children involved.
- 11.6 All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual. The term includes visual content such as photographs, videos, livestreams and images created or altered using artificial intelligence or deepfake technology.
- 11.7 At Oaklands, children affected by child-on-child abuse will be offered appropriate pastoral support. This may include support from the St Christopher pastoral team, alongside any external or statutory support required.
- 11.8 The school will balance safeguarding with the right of children to education. Where children remain in the same setting, appropriate risk assessment and safety planning will be used. Disciplinary action may be taken alongside safeguarding support where appropriate.
- 11.9 Further procedures for responding to harmful sexual behaviour, sexual harassment and sexual violence are set out in Annex F.

12.0 Legal and Statutory Context

12.1 This policy has regard to relevant legislation and statutory guidance, including:

- Children Act 1989 and Children Act 2004;
- Education Act 2002, including section 175;
- Education (Independent School Standards) Regulations 2014, as applicable to academies;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Counter-Terrorism and Security Act 2015 and the Prevent duty guidance;
- Female Genital Mutilation Act 2003 and mandatory reporting requirements;
- Modern Slavery Act 2015 and relevant statutory guidance;
- Human Rights Act 1998 and Equality Act 2010, including the Public Sector Equality Duty;
- Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
- Voyeurism (Offences) Act 2019;
- Domestic Abuse Act 2021;
- Crime and Policing Act 2026 changes relevant to regulated activity and safeguarding checks;
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance; and
- Hampshire Safeguarding Children Partnership procedures, thresholds and local protocols.

12.2 Oaklands Catholic School and Sixth Form College is an academy within the Edith Stein Catholic Academy Trust (ESCAT) and will comply with relevant Trust governance requirements and Diocesan expectations, where these are consistent with statutory safeguarding duties and the best interests of children.

13.0 Policy Review

13.1 This policy will be reviewed at least annually and updated whenever changes to legislation, statutory guidance, local safeguarding procedures, school organisation or learning from safeguarding practice require it.

13.2 The governing body/proprietor will ensure that safeguarding policies and procedures are effective in practice and that identified deficiencies or weaknesses are remedied without delay.

14.0 Roles and Responsibilities within Oaklands Catholic School

14.1 All staff

- Maintain an attitude of “it could happen here” and act in the best interests of the child.
- Know the school systems that support safeguarding, including the child protection policy, behaviour policy, staff behaviour policy/code of conduct, online safety arrangements, response to children absent from education and the identity and role of the DSL and deputies.
- Read Part One of KCSIE 2026 and complete required safeguarding training and updates.
- Identify concerns early and be prepared to identify children who may benefit from universal services, community-based Early Help or Family Help.
- Recognise indicators of abuse, neglect, exploitation and modern slavery, including harm outside the home and online.
- Understand that mental health problems can develop into safeguarding concerns and may include self-harm, eating disorders, suicidal ideation or risk of suicide.
- Report any safeguarding concern immediately to the DSL or a formally designated deputy safeguarding lead and record it accurately.

- Know how to respond to a disclosure: listen, do not investigate, do not promise confidentiality, reassure appropriately and make a timely factual record.
- Be prepared to make a direct referral to children's social care where necessary if the DSL or a formally designated deputy safeguarding lead is unavailable.
- Report concerns about adults working with children through the allegations/low-level concerns procedure.
- Support children in accordance with child protection, child in need, Family Help or other safeguarding plans and share information appropriately with professionals.
- Challenge discriminatory, sexualised, violent or harmful behaviour and never normalise child-on-child abuse.

At Oaklands, staff must record safeguarding concerns on ClassCharts using the safeguarding process described in Annex B and alert the DSL/DDSL without delay; recording on the system does not replace the need to speak to the safeguarding team when a concern is urgent.

14.2 **Senior Leadership Team**

- Provide strategic and operational support for safeguarding and ensure the DSL has sufficient authority, time, resources and access to relevant information.
- Ensure the school contributes effectively to multi-agency arrangements, Family Help, child in need and child protection processes.
- Ensure appropriate safer recruitment, induction, single central record and contractor/visitor arrangements are in place.
- Ensure robust DSL cover arrangements and continuity when the DSL is absent.
- Ensure online safety, filtering and monitoring, mobile phone arrangements, premises, sport and alternative provision are considered within the whole-school safeguarding approach.
- Ensure concerns and allegations about adults are managed in line with KCSIE and LADO procedures.

14.3 **Governing Body and Trust**

- Ensure effective safeguarding and child protection policies and procedures are in place and reviewed at least annually.
- Ensure the school has a senior DSL and appropriately trained deputies, together with effective cover arrangements.
- Ensure all staff receive appropriate training, governors receive safeguarding training, and safeguarding is embedded in school culture.
- Ensure safer recruitment and suitability checks comply with KCSIE 2026, including changes to regulated activity and volunteers.
- Ensure appropriate systems for low-level concerns, allegations, whistleblowing, child-on-child abuse, online safety, filtering and monitoring, mobile phones, attendance and children missing education.
- Ensure the school co-operates with local safeguarding arrangements and responds to requests for information from safeguarding partners.
- Receive appropriate assurance about safeguarding effectiveness and ensure any weaknesses are remedied without delay.

ESCAT Trustees are ultimately accountable for safeguarding across the Trust's academies. The Oaklands Local Governing Body provides local scrutiny and challenge within the Trust's delegated governance arrangements.

14.4 **Designated Safeguarding Lead and Deputies**

The DSL's responsibilities should be read alongside the DSL role description in KCSIE 2026 Annex B. Deputies are trained to the same standard and may carry out delegated functions, although lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

The DSL is Mr Brian Bennett. The current safeguarding team is listed at section 5.4. Oaklands will maintain sufficient trained deputy safeguarding capacity and robust cover arrangements, and will keep internal and published safeguarding-team information consistent and current.

- Manage referrals to local authority children's social care, police, Prevent/Channel, DBS and other agencies as required.
- Know the local assessment process, threshold criteria, Family Help arrangements and statutory social care referral routes.
- Work with safeguarding partners and other agencies, attend and contribute to child protection conferences and reviews, and support assessments and plans.
- Keep detailed, accurate, secure records of concerns, decisions and rationale, including where referrals are and are not made.
- Ensure child protection files and relevant risk information are transferred securely and promptly when children move setting.
- Provide advice and support to staff, promote a culture of listening to children and help staff understand links between safeguarding, welfare and educational outcomes, including the additional academic support and adjustments that children who have or have had a social worker may need.
- Understand and support Prevent duty requirements and have up-to-date knowledge of online safety, generative AI, filtering and monitoring risks.
- Recognise specific needs that can increase vulnerability, including SEND, relevant health conditions and young caring responsibilities.
- Support safeguarding induction, ensure staff have access to and understand the child protection policy and procedures, and keep staff aware of local safeguarding guidance and training opportunities.
- Ensure safeguarding cover arrangements are robust and information is monitored and acted upon without delay when the DSL is unavailable.

15.0 Oaklands Catholic School Child Protection Procedures

- 15.1 The procedures below apply whenever a member of staff suspects abuse, neglect or exploitation, observes an indicator of harm, receives a disclosure or has any other safeguarding concern.
- 15.2 The prime concern at every stage is the interests and safety of the child. If there is a conflict between the interests of an adult and a child, the child's interests must be paramount.
- 15.3 Staff should be alert to communication barriers. Children with SEND, relevant medical conditions, language needs or other vulnerabilities may communicate distress through behaviour rather than words and may face additional barriers to disclosure.
- 15.4 A member of staff with a concern must:
- make an initial factual record of the concern on ClassCharts using the Oaklands safeguarding category/process;
 - report the concern to the DSL or a formally designated deputy safeguarding lead immediately; urgent concerns must be communicated in person or by the fastest safe method and must not rely solely on an electronic alert;
 - ensure urgent medical treatment is not delayed while waiting for the DSL;
 - record dates, times, observations, injuries, explanations, actions taken and the child's actual words where relevant;
 - not investigate, interview witnesses or ask leading questions;
 - not promise confidentiality and explain that information will be shared only with people who need to help;
 - make a direct referral to children's social care and/or police if necessary where the DSL or a formally designated deputy safeguarding lead is unavailable and delay could place a child at risk.

- 15.5 Following a report, the DSL or a formally designated deputy safeguarding lead will:
- consider immediate safety and medical needs;
 - review the available information and any previous safeguarding history;
 - listen to the child's wishes and feelings and consider how to keep them informed;
 - decide whether support can be provided within school, whether community-based Early Help or Family Help is appropriate, or whether a referral to children's social care or police is required;
 - consider whether parents/carers should be informed and seek advice if doing so could increase risk;
 - make referrals without delay when a child has been harmed, is at risk of harm, or is in immediate danger;
 - consider modern slavery/NRM processes, Prevent, FGM mandatory reporting or other specialist pathways where relevant;
 - record all decisions, actions and rationale and keep the case under review.
- 15.6 For Hampshire children, professionals should use the Hampshire Inter-Agency Referral Form (IARF). For urgent child protection enquiries the Hampshire professional line is 01329 225379. Where a pupil is ordinarily resident in another local authority, the DSL will use the correct host/home local authority referral arrangements as appropriate.
- 15.7 Where statutory intervention is not required, the DSL will ensure that appropriate support is identified, actions are recorded and the child's situation is reviewed. If concerns persist, increase or new information emerges, the response will be reconsidered and escalated where necessary.
- 15.8 Detailed Oaklands procedures for recording concerns on ClassCharts are set out in Annex B. Guidance on responding to disclosures is set out in Annex D.

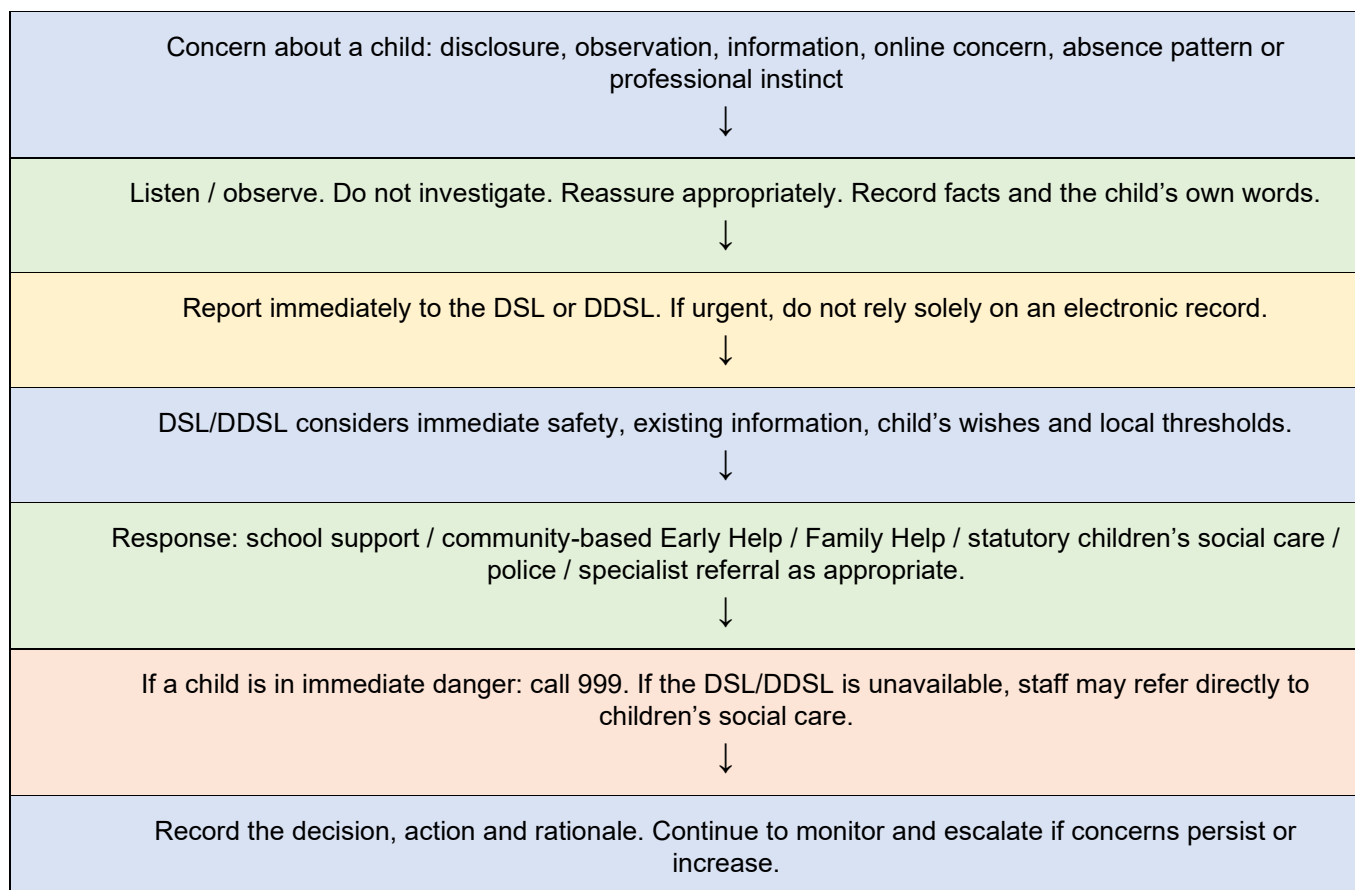
16.0 Key statutory and local sources

- Keeping Children Safe in Education 2026, Department for Education.
- Working Together to Safeguard Children 2026, HM Government.
- Hampshire County Council - Model Child Protection Policy, September 2026, and safeguarding procedures.
- Hampshire Safeguarding Children Partnership procedures and local thresholds.
- Information sharing advice for safeguarding practitioners and applicable data protection legislation.

Annex A

Child Protection Procedure Flowchart

This flowchart provides a summary only. Staff must use professional judgement and act immediately where there is risk of harm or immediate danger



Annex B

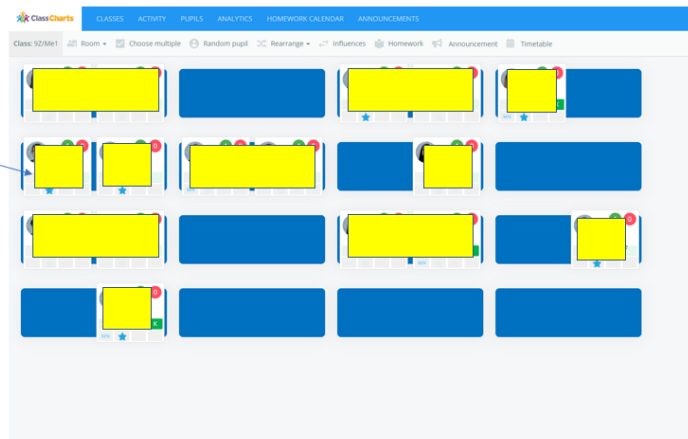
Oaklands ClassCharts Reporting Procedure

- B1.0 When a member of staff becomes aware of a safeguarding or welfare concern, they must make a factual safeguarding record on ClassCharts as soon as practicable and on the same day.
- B2.0 Select the safeguarding/child protection route or category used by Oaklands. Do not use ordinary behaviour comments as a substitute for a safeguarding record.
- B3.0 Record what was seen, heard or disclosed. Use the child's actual words where relevant. Clearly distinguish fact, observation and professional opinion. Do not investigate or add assumptions.
- B4.0 Include the date, time, location, who was present, any visible injury, action already taken and whether the child requires immediate support or medical attention.
- B5.0 Where the concern is urgent, involves immediate risk, an allegation against an adult, sexual violence, a weapon, suicidal intent or another serious safeguarding risk, contact the DSL/DDSL directly and immediately. An electronic alert alone is not sufficient.
- B6.0 Do not upload unnecessary sensitive material, copies of intimate images or nudes/semi-nudes. Follow DSL instructions about evidence and device handling.
- B7.0 The DSL/DDSL will record actions, referrals, discussions and the rationale for decisions on the safeguarding record. The record should show why a referral was made or why one was not made.
- B8.0 Staff should continue to report new information. A previous report does not remove the responsibility to act again if circumstances change or concerns persist.
- B9.0 Access to safeguarding records is restricted according to role and need to know. Staff must not discuss safeguarding information outside appropriate professional channels.

Option 1: If you are teaching the student...

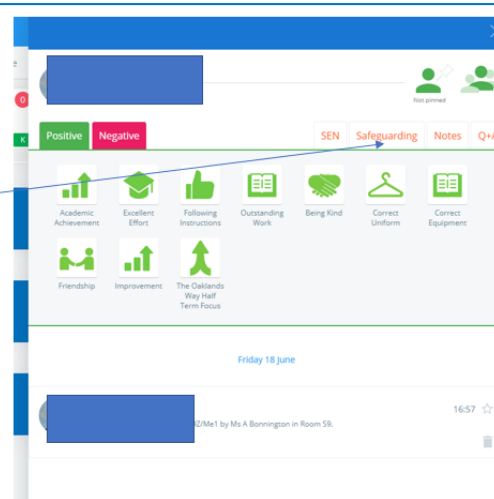
Click on the class to 'Start' the lesson

Then click on the student you want to log a safeguarding concern for



This will bring up their tile

Click on safeguarding



Complete all parts of the form.

Scroll down and click submit

A DSL/DDSL will then be able to act on your concern.

A screenshot of the safeguarding concern form. The form is titled 'Report any concerns you have about any pupils at Oakslands Catholic School and Sixth Form College'. It includes several sections: 'Is there an allegation against a member of staff in this incident?' (checkbox), 'Choose who you are' (dropdown menu with 'Mrs Amy Bonnington' selected), 'Incident date' (calendar icon), 'Choose pupil(s) concerned' (text input field), 'Concerns' (dropdown menu with 'Select' selected), and 'Reason for concern' (text input field). At the bottom, there is a 'Select file' button and a 'Submit Form' button. A blue box highlights the 'Submit Form' button, and a line points from the instruction 'Scroll down and click submit' to it.

Option 2: If you do not teach the student...

Click on All Pupils 'Display'

Then go to find pupils at the top of the screen and search for the student by typing their name

Click on the student you want to log a safeguarding concern for

This will bring up their tile

Click on safeguarding

Complete all parts of the form.

Scroll down and click submit

A DSL/DDSL will then be able to act on your concern.

The screenshot shows a web-based form for reporting a safeguarding concern. At the top, there is a blue header bar with a close button (X). Below the header, there is a navigation bar with tabs: 'Positive' (highlighted in green), 'Negative' (highlighted in red), 'SEN', 'Safeguarding', 'Notes', and 'Q+A'. The main heading of the form is 'Report any concerns you have about any pupils at Oaklands Catholic School and Sixth Form College'. The form contains several sections: a checkbox for 'Is there an allegation against a member of staff in this incident?', a dropdown menu for 'Choose who you are' (currently showing 'Mrs Amy Bonnington'), a date picker for 'Incident date' (showing 'Pick a day'), a text input for 'Choose pupil(s) concerned.' (with placeholder 'Type pupil name'), a dropdown for 'Concerns' (showing 'Select'), and a large text area for 'Reason for concern'. At the bottom of the form, there is a 'Select file' button and a large orange 'Submit Form' button. Two blue arrows originate from the instructional text box on the left: one points to the 'Submit Form' button, and the other points to the 'Reason for concern' text area.

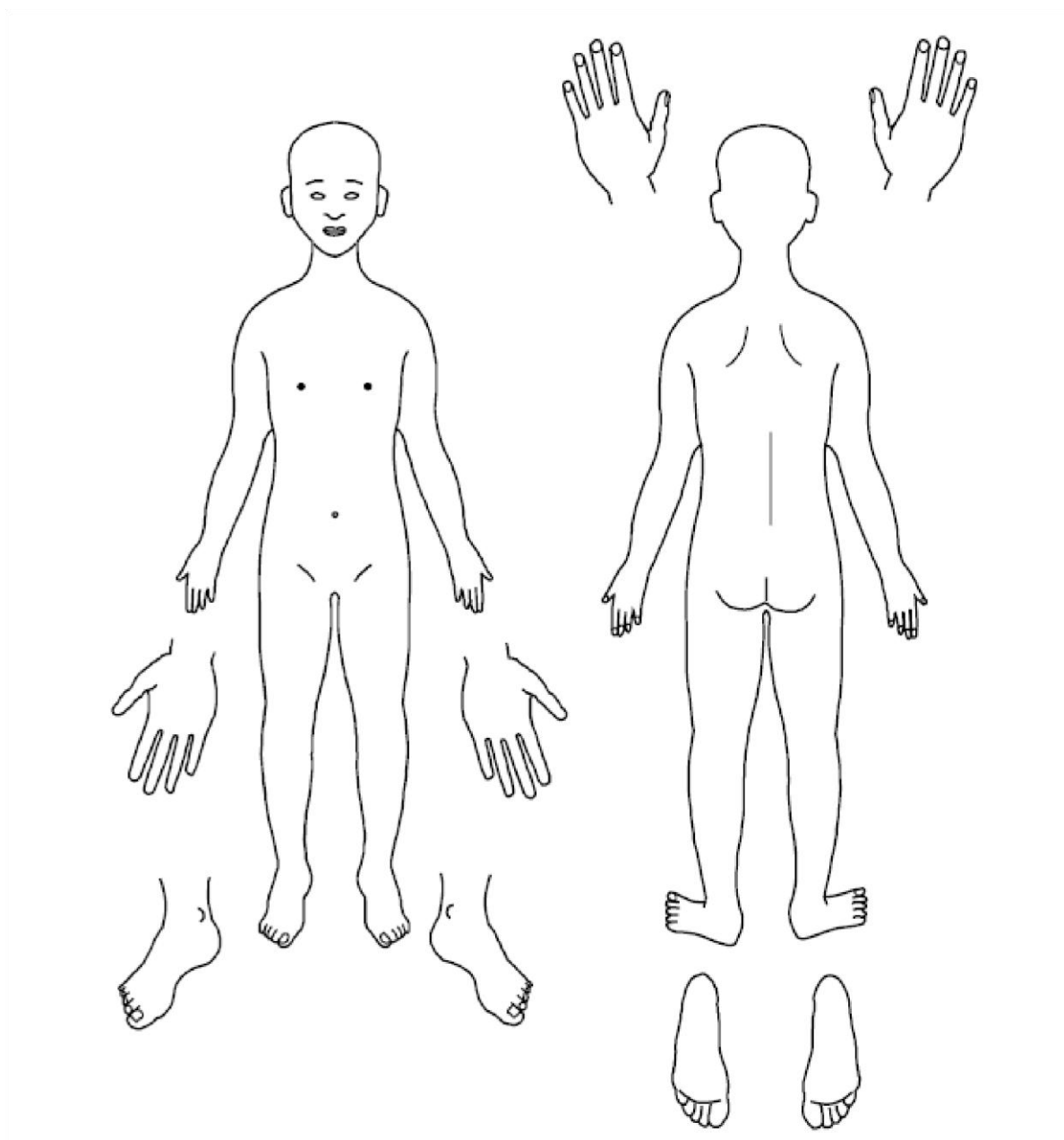
Annex C

Skin Map

Where an injury or mark is relevant to a safeguarding concern, staff may use a body/skin map to record the location and appearance of the injury. A skin map is a record of observation; it is not a medical diagnosis and staff must not ask a child to remove clothing beyond what is normally visible or conduct an examination.

Name of child: _____ Date of birth: _____

Date/time recorded: _____ Recorded by: _____





Any additional information:

Annex D

Dealing with disclosures

- D1.0 If a child discloses abuse, neglect, exploitation or another safeguarding concern, the adult receiving the disclosure should:
- listen calmly and give the child time to speak;
 - accept what the child is saying without expressing shock, disbelief or judgement;
 - use open prompts only where necessary to clarify what the child is saying; do not ask leading or investigative questions;
 - reassure the child that they have done the right thing by speaking and that the concern will be taken seriously;
 - never promise secrecy; explain that information will be shared with people who need to help;
 - avoid confronting the alleged perpetrator or discussing the disclosure with people who do not need to know;
 - make a contemporaneous or prompt factual record using the child's own words where possible;
 - report immediately to the DSL/DDSL and follow urgent safety or medical procedures where needed.
- D2.0 Staff should not ask a child to repeat a disclosure unnecessarily. The child may have to recount events to police or social care, so the initial response should avoid contaminating evidence or increasing distress.
- D3.0 If the child is in immediate danger, requires urgent medical attention, or there is an immediate risk to others, staff should take emergency action and contact 999 as appropriate.

Guiding principles, the seven R's

- D4.0 **Receive**
- Listen to what is being said, without displaying shock or disbelief
 - Accept what is said and take it seriously
 - Make a note of what has been said as soon as practicable
- D5.0 **Reassure**
- Reassure the pupil, but only so far as is honest and reliable
 - Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
 - Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'
- D6.0 **Respond**
- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
 - Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
 - Do not ask the child why something has happened.
 - Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
 - Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff in confidence

D7.0 Report

- Share concerns with the DSL as soon as possible by speaking directly to the DSL/DDSL and/or using the reporting procedures outlined in Annex B
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly

D8.0 Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file, securely in DSL's locked cabinet.
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

D9.0 Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful

D10.0 Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

D11.0 It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

D12.0 If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL to reconsider, ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children's Social Care, they should consider following the HSCP escalation protocol.

D13.0 Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. For some staff, use of an employee-based counselling service may be appropriate.

Annex E

Concerns or Allegations about Adults

All concerns about adults working with children must be taken seriously. They should be dealt with promptly, fairly and in a way that protects children while supporting appropriate due process for the adult concerned.

E1.0 Harm threshold

The harm threshold may be met where an adult has behaved in a way that 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 they may pose a risk of harm; or behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Concerns meeting or potentially meeting the harm threshold must be reported to the case manager and the LADO should be contacted for advice in accordance with local procedures.

At Oaklands the case manager for concerns or allegations about staff is the Head of School, Mrs Amy Bonnington. If the concern is about the Head of School, the case manager is Dr Elizabeth Cluett, Chair of Governors. Staff may also contact the LADO directly where appropriate.

E2.0 Low-level concerns

A low-level concern is any concern, no matter how small and even if no more than causing a sense of unease, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff behaviour policy/code of conduct, including inappropriate conduct outside work, but does not meet the harm threshold.

Low-level concerns should be shared, recorded and reviewed so that inappropriate, problematic or concerning behaviour can be addressed early and patterns identified. Records should include the concern, context and action taken.

E3.0 Supply staff, trainee teachers and contractors

Where a concern relates to a supply teacher, trainee teacher or contractor, the school must not simply cease using the person as a substitute for investigation. The school will work with the employing agency, training provider or contractor and the LADO, retaining responsibility for establishing the facts of incidents that occurred under the school's supervision.

E4.0 Confidentiality and support

Information will be shared only with those who need to know. The school will consider appropriate support for the child, the adult who is the subject of the allegation and other affected staff or children. Suspension will not be an automatic response and will be considered in accordance with statutory guidance and risk assessment.

Annex F

Child-on-Child Abuse, Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

Child-on-child abuse can take many forms and may be a one-off incident or a pattern. It can occur face to-face, online, within intimate relationships, between children who know each other or between children who do not. It may involve individuals or groups.

F1.0 Culture and prevention

- All reports are taken seriously and victims are never made to feel that they are creating a problem by reporting abuse or harassment.
- Staff will challenge sexualised, sexist, racist, homophobic, transphobic, misogynistic, misandrist, coercive or otherwise harmful behaviour rather than dismissing it as normal.
- The school will recognise that abuse may be occurring even where there are no reports and will use curriculum, pupil voice, behaviour information and safeguarding intelligence to understand and address culture.
- Preventative education will teach consent, boundaries, healthy relationships, online safety and respect in an age-appropriate way.

F2.0 Harmful sexual behaviour

Sexual behaviour in children exists on a developmental continuum. Behaviour becomes harmful where it is inappropriate to age or development, coercive, violent, abusive, compulsive, involves a power imbalance or causes harm to the child or others. Early intervention is important to prevent escalation.

Children displaying harmful sexual behaviour may have experienced abuse, trauma or exploitation and should be considered as children who may need support as well as children whose behaviour must be managed safely.

F3.0 Sexual harassment and sexual violence

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline and is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment. Sexual violence includes rape, assault by penetration and sexual assault as defined in law.

The school has a zero-tolerance approach. The response will focus first on immediate safety, the needs and wishes of the victim, and whether children need to be separated or supported while enquiries take place.

F4.0 Making or sharing nudes and semi-nudes

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response. Staff must not view, copy, print, share, forward or save imagery unless specifically directed by the DSL in accordance with national guidance. Staff should not ask a child to send or disclose imagery to them.

The DSL will use UKCIS guidance and consider age, development, consent, coercion, exploitation, power imbalance, onward sharing, adult involvement, AI/deepfake creation and whether police or social care involvement is required.

F5.0 Initial response and risk assessment

- Take the report seriously and reassure the child that they have done the right thing in speaking.
- Avoid asking leading questions or promising confidentiality.
- Consider whether the victim and alleged perpetrator(s) share classes, tutor groups, social spaces, transport or other parts of the school day, and whether any changes are needed to keep children safe.
- Consider whether the incident is a crime, whether statutory referrals are required and whether evidence must be preserved.
- Where ongoing support is required, consider with the child whether they would benefit from a named trusted adult. As far as reasonably possible, the child's wishes should be taken into account when identifying that adult.
- Record all concerns, discussions, decisions and rationale.

Annex G

Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexualbehaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour? Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012).

Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
 - use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour? Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexualbehaviours-traffic-light-tool> for further information
Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains. Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Annex H Sexual violence and harassment

Risk assessment example and template

(This template is offered as a framework and should be seen as a starting point for development to fit a school's individual context.

Each reported incident should be managed on a case-by-case basis)

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Red Behaviour: Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals. Subject is under the age of criminal responsibility. Subject has no known CP history There have been no previous concerns about the Subject.	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓01/02/2020. Increased monitoring & toilet supervision in place
	Other children within the community	Subject's parents Informed re: Incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for - Referral to CAMHS - Increased monitoring & toilet supervisor - Keep safe work.	DSL	01/02/20	✓01/02/20 Contract of agreement has been signed by the parents to include increased. monitoring, toilet supervision and keep safe work.
		Referral to Children's social care	DSL	01/02/20	✓01/02/20 Children & Family Assessment to be completed by CAST
		Victim's parents informed, and child's views gained. Child offered keep safe work.	DSL	01/02/20	✓Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	02/02/20	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & key Staff members	09/02/20	No additional concerns raised. ACTION - Review plan again in one week's time
		Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	23/02/2020	OUTSTANDING Work planned and due to be delivered w/c 16/02

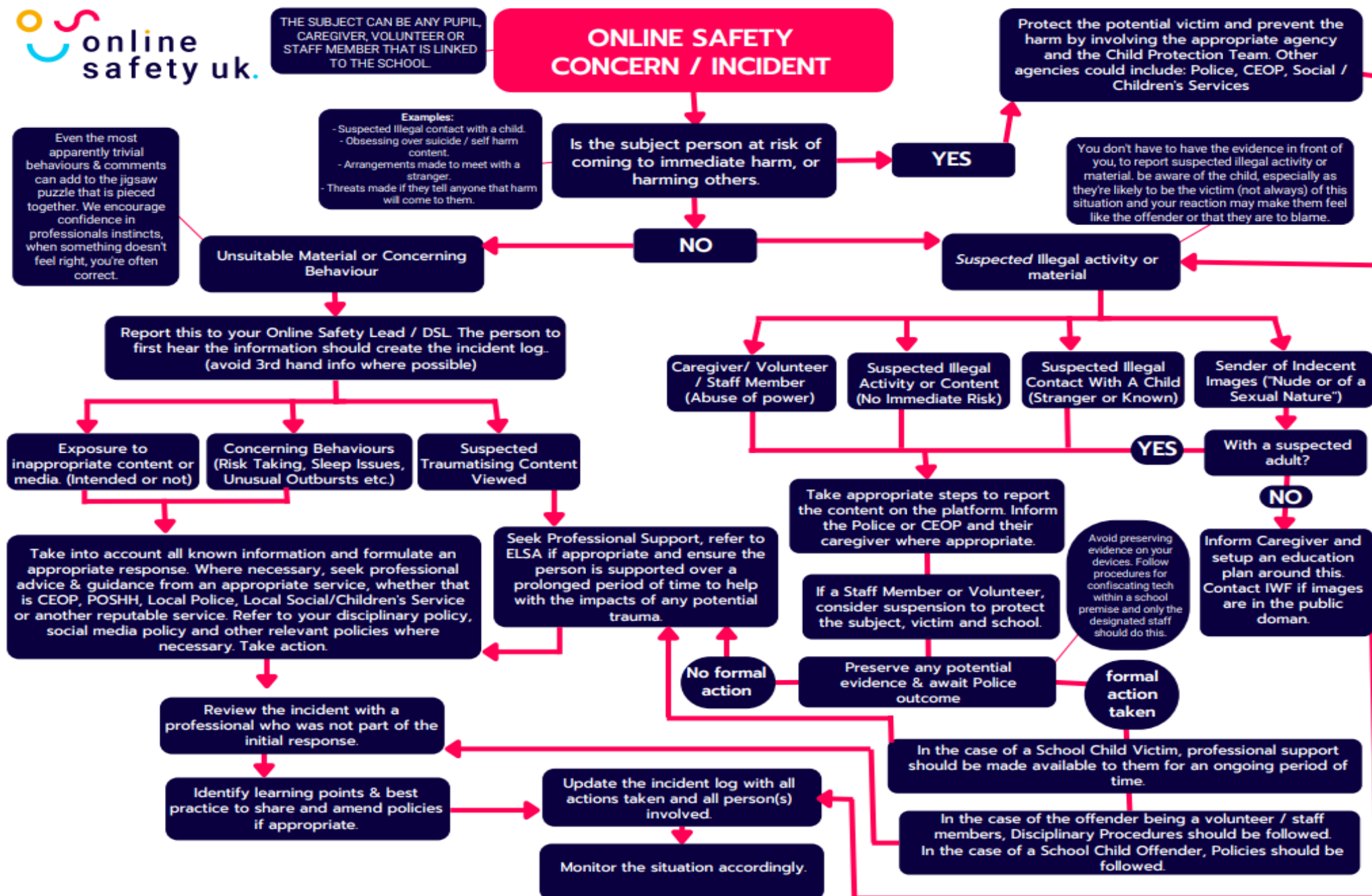
Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	05/04/2020	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	05/04/2020	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no current risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	05/04/2020	

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
Amber Behaviour:					

Annex I

Online Safety, Generative AI and Mobile Phones

- I1.0 Online safety is an integral part of safeguarding. The school's approach will address four broad areas of risk: content, contact, conduct and commerce.
- I2.0 Content risks include exposure to pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
- I3.0 Contact risks include harmful interaction with other users and generative AI applications that simulate interaction, including grooming, exploitation, peer pressure and financial or criminal targeting.
- I4.0 Conduct risks include online behaviour that causes or increases harm, including bullying and making, sending or receiving explicit images, including images generated or altered using AI.
- I5.0 Commerce risks include online gambling, inappropriate advertising, phishing, scams and other financial exploitation.
- I6.0 **Generative artificial intelligence**
Where generative AI is used, the school will consider safeguarding, data protection, intellectual property, bias, inappropriate content, impersonation/deepfakes, grooming and other misuse. Appropriate controls, education and staff training will be maintained.
- I7.0 **Filtering and monitoring**
The school will have appropriate filtering and monitoring systems on school devices and networks. Their effectiveness will be reviewed at least once every academic year by the senior leader responsible for filtering and monitoring, with support from the DSL and IT staff. Reviews should include checks that filtering operates appropriately on internet-connected devices in relevant locations and a record of checks should be kept.
Over-blocking should be avoided where it creates unreasonable restrictions on teaching or safeguarding education. Staff should know how to report concerns about filtering and monitoring.
- I8.0 **Mobile phones**
Schools should be mobile-phone-free environments by default, with exceptions only where justified. Pupils should not have access to mobile phones throughout the school day unless an agreed exception applies.
Oaklands implements this requirement through its separate Student Use of Mobile Phones Policy and operational phone arrangements. This policy should be read alongside the Student Use of Mobile Phones Policy, and any safeguarding exception or confiscation issue should be referred to the DSL where relevant.
Oaklands supports online-safety education through ICT/computing, Personal Development, tutor and assembly activity, the Oaklands Way and wider safeguarding education for pupils and parents/carers. The DSL has lead safeguarding responsibility for online safety and works with relevant senior and technical staff on filtering, monitoring and emerging risks, including generative AI and AI-generated or altered indecent images.
- I9.0 **Remote and off-site education**
Safeguarding expectations continue to apply when education is delivered remotely or away from the main site. Communication, access, supervision, filtering, monitoring and reporting arrangements should be appropriate to the context and known vulnerabilities of children.



AGENCIES & WHEN / WHERE THEY CAN HELP



CEOP

Protection against Sexual Abuse & Online Grooming

Child Exploitation Online Prevention, a strand of the National Crime Agency, has been available for you to report for decades. In this modern age, reporting is mostly done via an online form but you can also call the NSPCC when you go to the website, and they can offer you support.

Click the icon above, to take you straight to the reporting page.



IWF

Attempt to remove indecent images in the public domain

The Internet Watch Foundation has received an unprecedented number of reports of indecent images of children on the internet and their service provides an opportunity (not a guarantee) to remove this content from webpages that it is found on, in the public domain. The only restriction is they cannot remove images directly from phones, or within chat messages. This would need to be reported to the Police.

Click the icon above, to take you straight to the reporting page.



POSH

Support for Professionals with Online Safety Issues

The Professionals Online Safety Helpline is run by South West Grid For Learning and offers those working with children the opportunity to seek advice on any online safety issues they are presented with. You cannot report an incident directly to them, but they can assist you in the next steps.

Click the icon above, to take you straight to the reporting page.



Police

Reporting Suspected Criminal Activity

The Police.UK website was setup so that you can make an online report direct to the Police Force that you need, without having to change between forces. It allows you to make a report and gives you an ETA on any response that you may receive.

Click the icon above, to take you straight to the reporting page.



Need Safeguarding Advice FAST?

Online Safety UK offers a Safeguarding Advice service where you will get the experience of trained professionals who have a Policing, Trauma, Social Work background and specialise in the safeguarding of children. Free to all members of our subscription service, contact us today to see the extra mile we go to help you protect your children, staff & caregivers.

Annex J

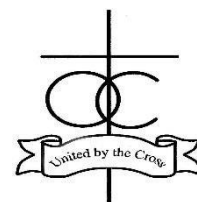
Whistleblowing and Low-Level Concerns

Whistleblowing in a Safeguarding Context

- J1.0 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Concerns will be taken seriously and handled in accordance with the school whistleblowing and staff behaviour policies.
- J2.0 Where a member of staff feels unable to raise an issue internally or believes a genuine safeguarding concern is not being addressed, they should use the school's whistleblowing procedure and may seek external advice, including from the NSPCC whistleblowing advice line where appropriate.
- J3.0 ESCAT maintains a separate Whistle Blowing Policy and Oaklands Catholic School and Sixth Form College maintains a Staff Code of Conduct framework. Staff should use the current versions published or provided internally.
- J4.0 The whistleblowing policy is not designed to be used for concerns that fall under statutory procedures (for example child protection or allegations against staff) as these should be reported under the relevant procedures. However, the whistleblowing policy will apply if there is good reason to believe that the relevant procedure is not being followed or will not be followed effectively.
- J5.0 Within **Oaklands Catholic School**, the Head of School, **Amy Bonnington**, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the Head of School aware.
- J6.0 If your concern is about the Head of School, you should raise this with the Chair of Governors, **Dr Elizabeth Cluett**. The Chair of Governors can be contacted by email on chairofgovernors@oaklandscatholicschool.org or her number can be obtained, in confidence from the Clerk to Governors, Mrs Claire Colley.
- J7.0 If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Hampshire County Council.
- J8.0 If you believe that a child is being abused by individuals outside the school, you are able to make a referral to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours) or the Local Authority Designated Officer (LADO) on 01962 876364 or at LADO@hants.gov.uk.

Annex K

Briefing Sheet for Temporary, Supply and Visiting Staff



- K1.0 While working in Oaklands Catholic to act consistently with the safety and welfare of children. If you have any concern about a child, or about the conduct of an adult working with children, you must share it without delay.
- K2.0 In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL) or one of the deputy designated safeguarding leads, (DDSL).
- K3.0 **Oaklands Safeguarding Team 2026-27 - key contacts**

Safeguarding team role	Name and where to find them
Designated Safeguarding Lead / Deputy Head of School	Mr Brian Bennett Newman Block, first floor
Head of School	Mrs Bonnington White House, first floor
Head of Year 7	Mrs Bradley Newman Block, first floor
Head of Year 8	Mr Leath John Paul II Block
Head of Year 9	Mr Semple Kolbe Block
Head of Year 10	Mrs Mitchell John Paul II Block
Head of Year 11	Mr Neil Romero Block
Senior Leader - Attendance and Alternative Provision	Mrs Cope Romero Block
Senior Leader - Behaviour and Consistency	Mrs Cunningham Romero Block
Senior Leader / SENCO	Mrs Rowsell John Paul II Block, St Christopher's office
Safeguarding and Welfare Manager	Mrs Standen John Paul II Block, Pastoral Office
Pastoral Support	Mr Miller John Paul II Block, Pastoral Office
Pastoral Assistant	Mrs Moss John Paul II Block, Pastoral Office
Sixth Form Support Officer and Safeguarding Lead	Mrs Chinorwadza Sixth Form office
Sixth Form SEN Lead	Dr Colvin Sixth Form office
Behaviour and Inclusions Manager	Mrs Nicholls Romero Block, Inclusions Room
Safeguarding team email	dsleads@oaklandscatholicschool.org

- K4.0 If you receive a disclosure: listen, do not investigate, do not promise confidentiality, reassure appropriately, record what was said and report it to the DSL/DDSL immediately.

- K5.0 At Oaklands, the safeguarding record should be completed on ClassCharts if you have access. If you do not have appropriate access, report directly to the DSL/DDSL and follow their instructions for making the written record.
- K6.0 If the concern is about an adult working in the school, report it to the Head of School. If the concern is about the Head of School, report it to the Chair of Governors and/or LADO. Do not investigate the allegation yourself.
- K7.0 The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in the Safeguarding & Child Protection folder on Oaklands Staff Teams or on our school website.
- K8.0 If your concern involves the DSL or a member of the senior staff, contact the LADO on 01962 847364 or at LADO@hants.gov.uk or the NSPCC whistleblowing line on 0800 028 0285.

Remember, if you have a concern, report it.

Annex L

What is Abuse, Neglect and Exploitation?

L1.0 All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery. Children can be at risk inside or outside the home, at school, in the community and online. Safeguarding issues are rarely standalone and often overlap.

L2.0 Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However, accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

Possible indicators may include unexplained or inconsistent injuries, multiple bruising or bruises and scratches (especially on the head and face), clusters of bruises – e.g., fingertip bruising (caused by being grasped), bruises around the neck and behind the ears, bruises on the back, chest, buttocks, or on the inside of the thighs, marks indicating injury by an instrument, bite marks, deliberate burning may also be indicated by the pattern of an instrument or object, scalds with upward splash marks or *tide marks*, untreated injuries, recurrent injuries or burns, bald patches, injuries at different stages of healing, reluctance to explain injuries, fear of particular adults, wearing clothing to conceal injuries, or behaviour that is unusually fearful or aggressive. Indicators are not proof of abuse and must be considered in context.

When to be concerned - in the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when the explanation given does not match the injury, the explanation uses words or phrases that do not match the vocabulary of the child (adult words), no explanation is forthcoming, the child (or the parent/carers) is secretive or evasive, the injury is accompanied by allegations of abuse or assault.

Additional concerns may include if the child or young person is reluctant to have parents/carers contacted, runs away or shows fear of going home, is aggressive towards themselves or others, flinches when approached or touched, is reluctant to undress to change clothing for sport, wears long sleeves during hot weather, is unnaturally compliant in the presence of parents/carers, has a fear of medical help or attention, admits to a punishment that appears excessive.

A body map (Annex C) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

L3.0 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on emotional development. This may involve conveying that a child is worthless or unloved, imposing inappropriate expectations, limiting exploration or social interaction, seeing or hearing ill-treatment of another, serious bullying, or causing children frequently to feel frightened or in danger. It may include verbal abuse such as criticism, belittling or name-calling.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse may include **Developmental issues** (delays in physical, mental and emotional development, poor school performance, speech disorders, particularly sudden disorders or changes), **Behaviour** (acceptance of punishment which appears excessive, over-reaction to mistakes, continual self-deprecation, neurotic behaviour, self-mutilation, suicide attempts, drug/solvent abuse, running away, compulsive stealing, scavenging, acting out, poor trust in significant adults, regressive behaviour, eating disorders, destructive tendencies, arriving early at school, leaving late), **Social issues** (withdrawal from physical contact or social interaction, over-compliant behaviour, insecure behaviour, poor social relationships), **Emotional responses** (extreme fear of new situations, inappropriate emotional responses to painful situations, fear of parents being contacted, self-disgust and low self-esteem, unusually fearful with adults, lack of concentration, restlessness, aimlessness, extremes of passivity or aggression).

L4.0 **Sexual abuse**

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It can involve physical contact, including assault by penetration and sexual assault, and non-contact activities such as involving children in sexual images, encouraging inappropriate sexual behaviour, or grooming a child in preparation for abuse. Abuse can occur online and technology may be used to facilitate offline abuse.

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation. Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the school's Safeguarding Policy.

Characteristics of child sexual abuse may include the abuse often being planned and systematic, grooming the child (people who abuse children take care to choose a vulnerable child and often spend time making them dependent), grooming the child's environment (abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives).

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse may include **physical observations** (damage to genitalia, anus or mouth, sexually transmitted diseases, unexpected pregnancy, especially in very young girls, soreness in genital area, anus or mouth and other medical problems such as chronic itching, unexplained recurrent urinary tract infections and discharges or abdominal pain), **behavioural observations** (sexual knowledge inappropriate for age, sexualised behaviour or affection inappropriate for age, sexually provocative behaviour/promiscuity, hinting at sexual activity, inexplicable decline in school performance, depression or other sudden apparent changes in personality as becoming insecure or clinging, lack of concentration, restlessness, aimlessness, socially isolated or withdrawn, overly-compliant behaviour, acting out, aggressive behaviour, poor trust or fear concerning significant adults, regressive behaviour, onset of wetting, by day or night; nightmares, onset of insecure, clinging behaviour, arriving at school, leaving late, running away from home. suicide attempts, self-mutilation, self-disgust. suddenly drawing sexually explicit pictures, eating disorders or sudden loss of appetite or compulsive eating, regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys. become worried about clothing being removed, trying to be 'ultra-good' or perfect; overreacting to criticism).

L5.0 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development. It may involve failing to provide adequate food, clothing or shelter; protect a child from harm or danger; ensure adequate supervision; provide access to appropriate medical care or treatment; or respond to a child's basic emotional needs. Poverty and lack of information or adequate services can be contributory factors.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Examples can include frequently going hungry, frequently having to go to school in dirty clothes, regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse, being abandoned or deserted, living at home in dangerous physical conditions, not being taken to the doctor when ill, not receiving dental care.

Indicators can include, constant hunger and stealing food, poor personal hygiene, unkempt, dirty or smelly, underweight, dress unsuitable for weather, poor state of clothing, illness or injury untreated, constant tiredness, frequent absence from school or lateness, missing medical appointments, isolated among peers, frequently unsupervised, stealing or scavenging, especially food, destructive tendencies.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The HSCP neglect strategy provides a more detailed list of indicators of neglect and is available to all staff.

L6.0 Exploitation and modern slavery

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual, criminal, financial or other activity. It can occur in exchange for something the child needs or wants, for financial advantage or increased status, and even where the activity appears consensual. It may be facilitated by individuals, gangs or organised networks and can constitute modern slavery or trafficking. Victims may be criminalised for actions carried out under coercion. Staff should remain professionally curious and consider whether offending, repeated missing episodes, unexplained money or possessions, changes in friendship groups, injuries, fear, travel patterns or online contacts may indicate exploitation.

L7.0 Child-on-child abuse

Child-on-child abuse includes physical, emotional, sexual and online harm perpetrated by children. It is a safeguarding concern for all children involved. Serious physical harm, weapon-related threats, sexual harassment, sexual violence, coercive behaviour, harmful sexual behaviour and abusive intimate relationships require a safeguarding response.

L8.0 Mental health and suicide risk

Mental health problems can develop into safeguarding concerns and may also indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Warning signs may include significant behavioural change, persistent sleep difficulty, withdrawal, loss of interest, self-harm, eating difficulties, neglect of self, suicidal ideation or plans to end life. Staff should report safeguarding concerns to the DSL and take emergency action if a child is in danger.

L9.0 Serious violence

Serious violence may include assault, carrying or using weapons, threats involving weapons and violence linked to peer conflict, bullying, exploitation or organised crime. Staff must report concerns about weapons or serious violence to the DSL immediately so that risk to the individual and others can be assessed and appropriate safety, support and referral action taken.

Annex M

Support Before Statutory Intervention and Family Help

- M1.0 Any child may benefit from support before statutory intervention. Staff should be alert to emerging needs and should not wait for a situation to reach crisis point before sharing concerns.
- M2.0 Universal services and community-based Early Help can support emerging problems through education, health, voluntary and community services and other locally available provision. Family Help includes targeted early help and support and, where appropriate, services under section 17 of the Children Act 1989.
- M3.0 Staff should be particularly alert where a child:
- is disabled or has relevant health conditions and additional needs;
 - has special educational needs, with or without an Education, Health and Care plan;
 - has a mental health need;
 - is a young carer;
 - is pregnant or a parent;
 - has shown early signs of abusive, violent or harmful behaviour;
 - is being drawn into anti-social or criminal behaviour, gangs, organised crime or county lines;
 - is frequently missing from education, home or care;
 - has experienced repeated removal from lessons, multiple suspensions, a part-time timetable, is at risk of permanent exclusion or is educated in alternative provision;
 - is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation;
 - is at risk of radicalisation;
 - has a parent or carer in custody or is affected by parental offending;
 - is living with family circumstances such as substance misuse, adult mental health difficulties or domestic abuse;
 - is misusing alcohol or drugs;
 - is at risk of honour- or faith-based abuse, FGM or forced marriage; or
 - is privately fostered.
- M4.0 Targeted early help through Family Help is voluntary and generally requires family consent. Where there are concerns that a child has been harmed, is at risk of harm or is in immediate danger, consent is not a barrier to making a safeguarding referral to children's social care or police.
- M5.0 If a child's situation is not improving, is getting worse, or new information suggests a higher level of risk, the DSL should reconsider the level of intervention and escalate or refer as necessary.
- M6.0 Oaklands will use Hampshire thresholds and referral arrangements for children resident in Hampshire and the relevant local authority arrangements for children resident elsewhere. Pastoral or school-based support does not replace statutory referral where thresholds are met.

Annex N

Useful contacts

Service / role	Contact
Hampshire Children's Services – professional referrals	Complete the Hampshire Inter-Agency Referral Form (IARF) . For urgent child protection enquiries: 01329 225379 .
Hampshire Children's Services – public/general enquiries	0300 555 1384
Hampshire Children's Services – out of hours	0300 555 1373
Portsmouth Children's Services – Multi-Agency Safeguarding Hub (MASH)	023 9268 8793 / mash@portsmouthcc.gov.uk . Out of hours: 0300 555 1373 .
Police	999 emergency / 101 non-emergency
Hampshire Local Authority Designated Officer (LADO)	01962 876364 For new advice, complete the Hampshire LADO Enquiry Form . Where a referral is required, complete the Hampshire LADO Notification Form in accordance with Hampshire procedures. Do not email individual LADOs directly for new advice or referrals.
Portsmouth Local Authority Designated Officer (LADO)	023 9288 2500 / LADO@portsmouthcc.gov.uk . (Portsmouth City Council)
Prevent referral route	Use the National Prevent Referral Form and relevant Hampshire/Portsmouth Prevent procedures.
Oaklands Catholic School and Sixth Form College	02392 259214 oaklands@oaklandscatholicschool.org
Designated Safeguarding Lead	Mr Brian Bennett, Deputy Head of School Newman Block, first floor
Oaklands Safeguarding Team	dsleads@oaklandscatholicschool.org
Head of School	Mrs Amy Bonnington White House, first floor
Safeguarding Governors	Elizabeth Boulton and Judith Hoar, Contact via Claire Colley, Clerk to Governors
Chair of Governors	Dr Elizabeth Cluett

For children who live in Portsmouth or another local authority area, the DSL will use the appropriate local authority referral arrangements according to the child's circumstances and relevant inter-authority procedures.

Always call 999 where a child or another person is in immediate danger. Contact details and referral routes will be checked regularly as local arrangements may change.

Annex O

Table of changes for 2026

Section	Changes
Throughout the document	Reference to KCSiE 2025 updated to 2026. Some changes have been made to punctuation, grammar, clarity and readability. Information on procedures specific to Oaklands updated or added.
Base document	Rebased to the Hampshire September 2026 child protection model approach and KCSiE 2026 statutory framework.
KCSiE reading	All staff now expected to read Part One; references to the former condensed Annex A removed.
Family Help	Updated terminology and thresholds: community-based Early Help, targeted early help through Family Help and statutory services.
Abuse / exploitation	Modern slavery, organised networks, coercion, child-to-parent/caregiver abuse and overlapping harms strengthened.
Mental health	Updated to include self-harm, eating disorders, suicidal ideation and suicide risk as potential safeguarding concerns.
Serious violence	Expanded expectations around weapons, peer conflict, risk assessment, safety planning and support.
Adults working with children	Updated to include trainee teachers and clearer shared responsibilities for supply/contracted staff.
Child-on-child abuse	Updated title and response; harmful sexual behaviour treated as a continuum; all nude/semi-nude incidents require safeguarding response.
Online safety	Updated four Cs, generative AI/deepfakes, mobile-phone-free default and annual filtering/monitoring effectiveness review.
Information sharing	Updated for Data (Use and Access) Act 2025 and strengthened record transfer/risk information expectations.
DSL arrangements	Added robust cover arrangements when DSL unavailable.
Oaklands recording	ClassCharts confirmed as the safeguarding recording route; obsolete "Safeguard my School" references removed.
Oaklands personnel	DSL updated to Mr Brian Bennett from September 2026. The 2026-27 Oaklands safeguarding team, roles, locations and team email have been updated from the school safeguarding-team information.
Catholic identity	Oaklands/ESCAT Catholic Social Teaching, dignity of the human person, Catholic mission and established Oaklands identity retained as school-specific additions.