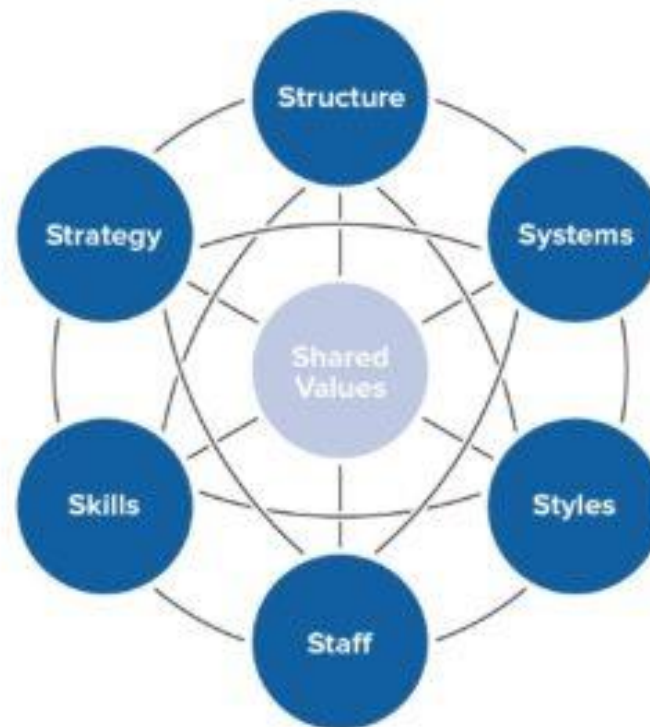


Safeguarding Culture

Our Lady's Catholic College

Safeguarding at OLCC is EVERYBODY'S number one Priority. A culture of RELATIONSHIPS and VIGILANCE means we know our pupils, we can identify when things in OUR children's lives go wrong, we report and improve.

The 7 –S framework (McKinsey,2016) shows the seven elements of our safeguarding culture.



Strategy

The LA completed a full safeguarding audit in November 2021, we also took part in the Children's Safeguarding Assurance Partnership section 175 audit in April 2022, our year 7 and 9 pupils took part in the pupil attitudinal questionnaire in June 2022 and we have collated parent views at every parents evening we hold. Our action plan from these sources and our current behaviour, attendance and exclusion data is as follows:

Concern	Change	Staff	Date
Security of front door entrance	Full front door entrance rebuilds in Summer 2023. Completely sectioned off area for parents to wait. No direct access to school. Communication with all parents as to behaviour expectations.	KW	August 2023
Filtering system in place but no actions	SS daily email prevent and safeguarding filter blocks to JLX/HS/SB. JLX actions to CPOMS depending on concern.	SS/ JLX/ SB	September 2022
Lack of Governor safeguarding training	All governors to have governor safeguarding training and KCSIE update	PJ	December 2022
Online	Online Policy to be updated in accordance with KCSIE. All staff to complete online training and understanding check. Greater emphasis of online safety within PSE. KS4 compulsory computing curriculum (relating to online safety) to be addressed in PSE.	SB/ JLX	March 2023
Harmful Sexual Behaviours	Protocol for managing harmful sexual behaviours within school to be in place. All PSO / DSL to be AIM trained/ All direct contact staff to have HSB online training.	JLX	Various (full completion June 2023)
Proactive vs reactive	acceptable parental behaviour policy to be implemented, Use of school complaints procedure to be promoted, overburden of parental contact to be escalated to SLT, PSO to termly identify 'ghost' children, ensure a conversation happens with PL/PSO. DSL to promote use of parental concern form (Our Lady's Catholic College - Report a concern - parents (olcc.lanacs.sch.uk))	JLX	October 2022
EHA	All DSL/PSO to complete the two day strengthening families/ cycle of change/ serious case reviews training	JLX/ PSO	January 2023
Neglect	All DSL / PSO to complete the NSPCC neglect graded profile 2 and pass the assessment to enable them to use the toolkit and grade accordingly levels of neglect.	JLX/ PSO	January 2022
Staff training	KCSIE update in September with knowledge checker and analysis three weeks later. Annual in person prevent training and online harmful sexual behaviours and online safety courses with understanding checks completed by all direct contact staff. KCSIE fortnightly, case study briefings to check knowledge and ensure a culture of vigilance and 'it could happen here'	JLX/ PSO	Ongoing
Pupil policy	Pupil safeguarding policy to be shared with pupils, DSL identification poster to be shared and displayed around school, PSO to drop in to form groups half termly identifying support available/ FTs to be the first contact and promote daily feeling safe in school, encourage use of pupil concern form (Our Lady's	JLX/ PSO	April 2023

	Catholic College - Report a concern - pupils (olcc.lancs.sch.uk) and email contact with FT and PSO, to ensure positive experience with PSO.		
Attendance	Overall school attendance is below national. However, SEN E, SEN K, EHCP and FSM is currently (Feb 2023) above average. PSOs use the vulnerable list to prioritise first day contact. CP/CiN/s47 pupils with unknown absence get day 1 visit by JG.	DC/ JG	September 2023
Bullying	Updated Anti Bullying Policy in place . Review of child on child abuse sanctions in behaviour policy. All child on child abuse logged as safeguarding and behaviour issue.	DC	September 2022
SEND- Equalities Act	SEND (reasonable adjustments/ accessibility) mentioned in all statutory policies.	SLT	May 2023
Low Level Concerns procedure and recording	CPOMS staff safe implemented, CPOMS – Staff Safe – CPOMS , to capture all low level concerns compliance and record welfare information on all school personnel	HS	May 2023

Our annual safeguarding strategy comes in three forms, an action plan (see above) and a strategy to ensure every part of KCSIE is implemented in school our safeguarding curriculum (predominantly computing, HRSE and PSE) thoroughly throughout the school year. These are obviously open to change depending on updates fin KCSIE, the LA or any themes which need addressing. From these documents we then plan our staff training using internal, online and external training.

Structure

The structure of our safeguarding team is set out clearly and displayed around school and in the Child Protection and pupils 'staying safe' booklet. It is also referred to any visitors coming into school, including outside agencies, supply teachers etc. Although we have a district safeguarding team, all trained to DSL level, it includes our DSL, DDSL and six PSOs (pastoral support officers). All our staff are KCSIE trained, our front facing staff understanding has been checked and KCSIE recapped through fortnightly 'scenario' discussion and checking.

The safeguarding team are also the full pastoral team within school, the two assistant head teachers have strategic lead on safeguarding, behaviour, SEND and CLA pupils. The PSOs are linked to year groups and are the second point of call to pupils behind the daily contact of the form teachers.

All staff are clear on their safeguarding role entrenched in everyone's thought is the principle 'it could happen here', staff regularly use CPOMS to report any concerns, every one of these is overlooked by the DSL and DDSL and referred with actions to the appropriate member of staff. An action and conclusion is then reported. ALL staff completely understand that it is THEIR responsibility to act if a child is in significant risk of harm, immediately. If staff in school aren't available advice from outside agencies such as police, MASH must be sought immediately.

The school is explicit as to its safeguarding responsibilities to all within our community, implicitly, safeguarding can be 'felt' at OLCC, we care about our students it is evident in every conversation, lesson, assembly. We build relationships, listen and react to anything which could be stopping our children receiving the best start in life. We know our children, we understand we have a high proportion of disadvantaged children and the ACEs which sometimes accompany these, we also know a large proportion of our children have and SEN need with a comparatively very high level of the highest SEN need, this gives us a distinctly vulnerable population. We use Maslow's Hierarchy to ensure our children are available to learn, giving them the best start to life by making sure their physiological, safety, belonging and esteem needs are all in place.

Front line staff. Listening, reporting. Liaising with agencies all have the offer of fortnightly supervision, the DSL has supervision through a link with a DSL in another school and by using the Safeguarding Network supervision scheme. All front line staff termly review their practice through the safeguarding network self-analysis tool and an action plan is developed which informs their appraisals and any training is promptly put in place.



Systems

Our child protection policy is up to date, focused on KCSIE annual updates. We use the Lancashire LA model, take part in the Lancashire DSL network updates, NSPCC Caspar updates and Safeguarding Network briefings adding any changes to our policy as the year goes on. It is used extensively, a great source of information and provides clear and explicit direction. We also use the LA advice line and link closely with Vicki Wallace (Lancashire Education safeguarding lead) and Matt Chipchase (Encompass lead). Linking with the LA and the MASH team ensures effective risk mitigation and through supervision we often use scenarios which have arisen in school and identify any learning points.

Staff receive formal annual training on KCSIE (with updates), The Prevent Strategy, Harmful sexual behaviour and online safety, all of which have knowledge checks within a month of training, to check understanding. This data is analysed and informs further training and support. Staff also take part in fortnightly scenario briefings on all parts of KCSIE, obviously input to these is reactive if a situation/ theme arises we need to address with our children. These are led by DSLs within school, any misconceptions addressed and the 'it could happen here' thought embedded regularly.

At OLCC we promote the recording of incidents to be structured and clear, staff know that where concerns about a child are identified, these are shared with the DSL immediately. Recording is an important and crucial part of this, however sometimes an immediate verbal report is needed which can then be followed up with the written record. This would apply where a child is deemed to be at risk of significant harm and immediate action is required to protect them. Staff make sure that the record is factual, provides an analysis of why this is a concern, includes the child's voice, is timely and shared appropriately. Any records on CPOMS where this is not the case are addressed with staff and training given where necessary.

Staff understand our records are used to improve safety and welfare of students sometimes by other agencies, courts (family/criminal), parents themselves, children themselves, especially in future through subject access requests, child protection conferences / reports, police information, child safeguarding practice reviews, etc. Staff know how to keep accurate and effective records which are free from emotive language and based on facts. All records are made on CPOMS. Staff understand the records we keep may be shared outside of school. Staff are aware of the need for confidentiality, but also reminded that fears of sharing information should not stand in the way of safeguarding children. Professional curiosity is promoted amongst staff, the use of SCR are used to discuss why this is so important.

We have developed a pupil friendly child protection policy, this is emailed to all pupils and delivered by form teachers and PSOs in the smaller setting of form groups. Pupils know how to contact their PSO, not only on person but online as well. Pupils know where to come to if they don't feel safe and cared for, pupils understand to do this in a timely manner and the PSOs try to instil in pupils that situations are prioritised, but that their voice will be heard and actioned. The PSOs are well aware this does not involve giving every child the answer they want.



Styles

Safeguarding at OLCC is fully owned at governance and senior leadership levels. Safeguarding has a half termly strategic slot within the full SLT meeting, SLT are briefed on serious safeguarding incidents through CPOMS and where necessary in risk planning through SLT meetings. We are very lucky that our Chair of Governors worked within PPU in the police for many years, therefore has a great wealth of knowledge, insight and experience which has been used on numerous occasions when planning support moving forward. He provides a secondary means of supervision and holds the safeguarding team accountable for any decisions and learning points.

We have a good understanding of our safeguarding culture, where it is strong and where it needs attention (see traffic light action plan), we listen to the voice of all stakeholders and ensure learning points are a clear part of the school SIP. We have a reactive safeguarding curriculum, when concerns arise depending on the audience topics are delivered through 1:1 or small group targeted intervention, form time, PSE lessons, assemblies.

Our key goals are to make sure children at OLCC are not only safe now, to work with families using the strengthening family's framework, to grasp families into the cycle of change with positive outcomes, where necessary to keep reviewing and working with families. To make sure every child is in a place of safety and care, but also to educate and promote children understanding what 'safe' means, that they know how to keep themselves safe in the future, not just in the home but in relation to contextualised safeguarding.

Staff

Staff have time, resources and experience to commit to the safeguarding task. Tasks are prioritised, SLT are principled and focused that safeguarding is always the priority, ensuring children are safe and cared for comes at the expense of other tasks on a regular basis.

We have currently identified that attendance needs more staffing, attendance since covid has never fully recovered, we know pupils being in school where we have 'eyes on' is the best way for us to identify when things are going wrong. Therefore, we are employing a new member of staff with an attendance priority, to work with direction from our Attendance officer. Pupils on our vulnerable list will be a focus, either using the EBSA framework or where necessary using the LA legal framework.

We pride ourselves in being effective in developing an interagency team around the child approach, not only do we promote 'tight teams' in school, but we also have excellent links with early help, children's social care, medical, police, other schools, other support agencies. We openly invite Barnardos, victim support, NEST, Addaction, ACE into school, amongst others, to have a room in school to work alongside us and offer the best support to our children.

Effective safeguarding encompasses several different strands within a setting, and it is the combination of these strands which create a **culture of vigilance**. First and foremost is the knowledge that staff, leaders, young people and families have a good awareness of safeguarding issues, are alert to the signs and know what to do when worried about a student.

How we ensure staff have this firm awareness and develop a professional curiosity when something doesn't seem right':

- Our staff team are **confident in their safeguarding knowledge, know what to look for and know what to do**. Keeping Children Safe in Education has over 40 areas that staff should know about, from domestic abuse or sexual abuse through to female genital mutilation and online safety. These areas are timetabled into the fortnightly scenario updates.
- All staff have read, understood and can apply the necessary parts of **Keeping Children Safe in Education**
- Provision of annual **formal training** to ensure staff know the procedure, policies and practice, but which also provides them with the context for the school or college they work in. Annual training includes KCSIE, harmful sexual behaviours, prevent and online safety. Every two weeks all direct facing staff take part in scenario briefings covering all parts of KCSIE, ensuring **"to continue** to provide them with relevant skills and knowledge to safeguard children effectively." (Additional 2022 wording: to continue.)
- We maintain a staff training log to show who has attended what training and their understanding scores for all annual training.
- All staff training includes understanding the **whistleblowing policy** and are confident to challenge practice. The [NSPCC whistleblowing number](#) is shared at induction and promoted regularly.
- Staff are aware of the low level concerns process, located in the Staff Code of Conduct.
- We have a robust safeguarding **induction process** for all staff, which includes our reporting process if they have concerns about a child or another adult.
- Staff know how to contact the DSL or a deputy at all times when the setting is open or if they are on a trip.
- The safeguarding culture is **visible** around the setting with reminders about key staff, processes, safeguarding types and policy information displayed.
- Staff have received training on the Staff Code of Conduct and the expectations in this around [safer working practice](#).

How we evidence this culture of vigilance in our staff:

- Evidence staff have all passed the KCSiE [knowledge check](#)- they have **read, understood** and **can apply** what is required for their role and the different types of abuse and wider safeguarding needs (CPOMS log examples).
- Verbal feedback from staff during fortnightly scenario briefings, show that their confidence and knowledge of different safeguarding issues has improved. OLCC has a culture of development and the desire to ensure the best for our children, staff feel confident asking any of the safeguarding team for advice.
- Staff talk confidently to senior leaders, in staff meetings, in discussion about students and to each other about safeguarding.
- In particular, staff feel confident in teaching and exploring issues on equalities, sex and sexual development, exploitation, friendship, bullying and relationships. Prior to staff annual training on harmful sexual behaviours we partake in an audit to create an action plan prioritising areas of need for training and development.
- Our safeguarding curriculum is reactive, issues which have arisen e.g. consent will be exemplified or retaught completely if the concern arises.
- During subject leader learning walks, leaders identify; What do you see your staff doing? Are they approachable? Do they truly listen empathically to young people? Do they have an 'it could happen here' attitude around their colleagues? A
- Staff support one another and are proactive around issues such as mental health that may be affecting their peers.
- Visitor/contractor processes are robust and unknown people on your site are challenged by staff.
- Case studies of actions staff have taken (e.g. reporting an incident or managing a disclosure) demonstrate that they have understood what to do and how to respond
- Conversations with staff in [Governor learning walks](#) provide evidence and oversight.
- The skills and confidence of the safeguarding team is audited termly, discussed at supervision and an action plan put in place with training in place.

Skills

At OLCC we have a clear and effective arrangements for safeguarding learning for our staff. Not just the planned KCSIE, prevent, harmful sexual behaviours, online safety, KCSIE scenario briefings, but also that training is reactive. if a situation occurs that puts our children at risk we react and ensure staff have the knowledge base to deliver topics to children and respond to any questions asked.

Staff feel confident in recognising abuse or neglect, in the knowledge check undertaken after KCSIE training all staff passed (90% or above), the section on how to identify and report abuse or neglect was completed the best. Every single member of staff acknowledged they could identify and knew how to report abuse of neglect. The DSL reviews all CPOMS alerts and this reporting clearly shows all staff are effective in using CPOMS and reporting incidents.

Our DSL is suitably skilled and supported to undertake their role, the DSL is trained at advanced DSL level and undertakes all LA advised courses, especially those with a clear focus to our community. Having seven other DSL trained staff in school allows discussion and planning to be effective. The DSL has very good links to the MASH and LA safeguarding advisory team.

As said our safeguarding team complete safeguarding audit termly, which the DSL analyses and identifies our strengths e.g. using the neglect NSPCC toolkit and gaps, ensuring staff receive training, external or in supervision to address the gaps. Having a number of DSLs gives a wealth of experience from numerous backgrounds to pull ideas from. Staff are assessed quantitatively using knowledge checks after each compulsory training, then qualitatively during the scenario briefings, fortnightly. Staff will come and ask for support or advice and we run an open doors policy. All governors have received specific governor safeguarding training and received a KCSIE update from the DSL. The Chair of Governors, is also the safeguarding link, is well informed of incidents arising in school, our main concerns and areas we need to improve.

Any serious incident requiring an urgent level 3 or 4 referral to MASH is (immediately referred) discussed during supervision. We discuss what we have learned from safeguarding incidents in our setting and how to prevent recurrence. We firmly believe there must be learning points to every incident as this is how we can try to prevent further crisis. We are a very complex school, high levels of disadvantage, social deprivation and parental mental health concerns, as such serious incidents do occur, however there is a very clear decline in level 4 incidents since the strengthening family's framework took off and the cycle of change was promoted within families. We feel this work, directly with families using the neglect care profile has given us a way to get in and work with families before situations reach crisis point.

