



Oxford Schools Chaplaincy

Safeguarding Policy

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1 Introduction

1.1 The work of Oxford Schools Chaplaincy (OSC)

OSC's vision is for a lively, relevant and consistent witness to Christian truth and standards to be established and maintained in all the secondary schools in Oxford.

OSC's vision is to clearly communicate Christian beliefs to pupils in a relevant and clear way and to provide a recognised link between churches and schools.

To this end OSC offers schools a wide range of inputs, including taking lessons and assemblies. Lessons are interactive and many include innovative approaches to learning, including individual opportunities for personal reflection. OSC workers also come into schools to provide one-to-one and group pastoral and mental health support. Outside lesson times they run Christian Unions. Students may be invited to events outside school, such as a gathering of CUs in Oxford or a Year 6 Transition barbecue. Typically "drop in" youth clubs organised by local churches and café gatherings are organised by other local charities and not currently by OSC.

The OSC team comprises a small core staff including the Director and a part-time Office and Volunteers' Administrator. The front-line team of staff and volunteers is supported by the office team carrying out the essential administrative functions. Ultimate overall responsibility for every aspect of the work of OSC is taken by the Board of Trustees.

1.2 Recognition of responsibility on the part of OSC

OSC takes extremely seriously its responsibility to protect and keep from harm all the young people with whom it has contact. OSC fully accepts and promotes the principle enshrined in the Children Act 1989 that the welfare of the child is paramount and commits to:

- Working with schools, churches, relevant statutory bodies and voluntary agencies to promote the safety and welfare of children
- Acting promptly whenever a concern is raised about a child or the behaviour of an adult
- Ensuring that a Designated Safeguarding Lead (DSL) is in place, together with a Nominated Trustee responsible for safeguarding, and that relevant contact details are available to all
- Implementing this policy thoroughly and consistently, and reviewing it regularly for effective operation.

STEP's (St Albans and Harpenden Christian Education Project) policy was used as a basis for this Safeguarding Policy. Their policy was drawn up with reference to the "Model Child Protection Policy for Groups in Hertfordshire" published by the Hertfordshire Safeguarding Children Board (HSCB).

1.3 Purpose of policy

The purpose of this policy is to ensure that OSC furthers its responsibilities to safeguard the young people with whom it has contact by ensuring that its staff and workers are equipped to:

- Recognise when a young person is suffering or at risk of significant harm through abuse or neglect
- Promptly take appropriate action.

A cause for concern on the part of an OSC worker regarding the welfare of a young person might arise in a number of ways, for example:

- From something said by a young person or someone else concerning another young person
- From something observed about a young person
- From something said by a young person directly to the OSC worker.

These concerns might arise in a number of specific contexts and this policy sets out responses that are appropriate to each.

1.4 Application of policy

This policy applies to all members of the OSC team who have any contact with young people in the context of any activity undertaken by, on behalf of, or in association with OSC. This will include the Director, administrator, volunteers, support staff and trustees.

Personal responsibilities are as follows:

- The Director will act as the DSL and must ensure that:
 - All members of the team to whom the policy applies are issued with a copy at their induction
 - Regular training is provided
 - Records are kept in a secure place of all reported incidents and their outcomes, also of any breaches of this policy.
- The trustees must:
 - Nominate a trustee as responsible for overseeing operation of the policy
 - Through the Nominated Trustee, satisfy themselves that the policy is being properly implemented
 - Maintain up to date awareness of the legal framework within which this policy operates
 - Ensure this policy reflects good practice recommended by the OCSB
 - Arrange for regular review of the policy, normally annually.
- All members of the team to whom the policy applies must:
 - Maintain personal familiarity with all its requirements
 - Be vigilant and promptly implement its procedures as needs arise.

The detailed procedures in this policy require OSC workers to report all incidents internally within OSC, in addition to any other actions that might be required. Such reports should go to the DSL; if the DSL cannot be contacted the report should go to the Nominated Trustee. For the sake of brevity the procedures in this policy refer simply to reporting “to the DSL” but in all cases this implies going up this hierarchy as necessary. The names of those in these roles and their contact details follow in section 2.

2 Key contacts in OSC

The following are the key contact persons within OSC on child protection issues:

Designated Safeguarding Lead (DSL)	Paul Sparrey
Work telephone number	01865 314863
Mobile phone number	07863 398325
Email	paul.sparrey@oxfordschoolschaplaincy.org
Trustee responsible for child protection	Moira Dorey
Work telephone number	01865 311511
Mobile phone number	07951 381394
Email	moira@dorey5.com

Each school will have its own Child Protection or Safeguarding Policy which will name a senior member of staff as leading on child protection issues, referred to as the “**Designated Senior Person**” (DSP). They might have another, similar title but this policy uses only the term “DSP” when referring to a school.

3 Recognising abuse or neglect

An abused child is any boy or girl under the age of 18 who is suffering, has suffered from, or is believed to be at significant risk of physical injury, neglect, emotional abuse or sexual abuse. This applies regardless of the context of any maltreatment, which might be the home, the school or other setting. The perpetrator of the abuse might be an adult or another child or more than one individual. Abuse occurs not only when harm is inflicted but also by failure to prevent harm.

Government Statutory Guidance, March 2015, “Working together to Safeguard Children” gives formal definitions of the different types of abuse; these are included in [Appendix 1](#). Some of the key indicators that might be apparent in the course of OSC activities and lead an OSC worker to suspect abuse are set out below according to type of abuse. They do not necessarily mean that abuse has occurred, but the possibility should be followed up if the OSC worker feels there are any grounds for concern. Follow-up is a duty, not an option.

Physical abuse:

- Injuries or burns that the child tries to cover up, for example insisting on wearing items of clothing not appropriate to the weather or the situation
- Reluctance to discuss injuries or burns and/or attempting to give implausible explanations
- Fear of particular person(s) being contacted
- Fear of physical contact – shrinking away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression.

Emotional abuse:

- Sudden speech disorders
- Continual self-depreciation (e.g. 'I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation

- Inappropriate response to pain (e.g. 'I deserve this')
- Neurotic behaviour (e.g. rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression.

Sexual abuse:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes (e.g. becoming insecure or clinging)
- Regressing to younger behaviour patterns (e.g. thumb sucking, a cuddly toy)
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Trying to be ultra-good
- Over-reacting to criticism.

Neglect:

- Always being hungry or very tired
- Poor personal hygiene
- Poor state of clothing
- Untreated medical problems
- No social relationships
- Destructive tendencies
- Scavenging.

Further forms of abuse can be found in Appendix 1.

4 Procedure to be followed when concerns arise in a class

The procedure below for acting on a concern applies when an OSC worker is teaching or helping in a class or participating in an activity at which at least one member of the school's teaching staff is present.

It is unlikely that any signs of abuse observed by an OSC worker in these circumstances have not already become apparent to school staff and followed up accordingly. Nevertheless, at the end of the lesson or activity the OSC worker must express their concern and the reasons for it to the staff member present. In the event that firm assurances are given that the situation is known and is in hand no further action need be taken. However, it should be reported as soon as possible to the OSC DSL, who will confirm to the school that the matter was raised and assurances given, and that OSC would be taking no further action unless requested.

If the possibility of abuse appears to be new or the member of staff cannot confirm that action is being taken, the OSC worker should inform the school's DSP or deputy as soon as possible, preferably by speaking directly or failing that by phone. Email should be used as a last resort at the end of the school day. Relevant contact details should be available from the member of staff or, if not, from Reception. Again, the matter should be reported as soon as possible, if necessary outside normal working hours, to the OSC DSL who will confirm to the school that the matter was reported to them and that OSC would be taking no further action unless requested.

In all cases the OSC worker should make a note as soon as possible of the circumstances, the observations made and any related conversations, formally recording the event using OSC's '**Incident Record Form**'; this is shown in [Appendix 2](#) and can be downloaded separately from the OSC system for completion on screen. Notes made in the interim should be destroyed. The formal

record should be passed to OSC's DSL for issue to the school and secure internal filing. Other electronic copies should be deleted and any paper copies destroyed.

It is relatively unlikely that a student will choose and/or find the opportunity to confide in the OSC worker in a classroom context, but if this occurs the guidelines in [Section 7](#) below should be followed in conducting the conversation and the matter referred to the school and recorded as above.

5 Procedure to be followed when concerns arise outside a class

The procedure below for acting on a concern applies when an OSC worker is in school but not engaged in a class or organised activity, for example when doing "detached" work, mentoring or any activity involving informal interaction with students.

If the OSC worker recognises what appear to be signs of abuse and/or the student confides in the OSC worker, this must be reported to the school's DSP or deputy as soon as possible, preferably by speaking directly or failing that by phone. Email should be used as a last resort at the end of the school day. Relevant contact details will be available at the school's Reception. If the student confides in the OSC worker the guidelines in [section 7](#) below should be followed in conducting the conversation.

The matter should be reported as soon as possible, if necessary, outside normal working hours, to the OSC DSL who will confirm to the school that the matter was reported to them and that OSC would be taking no further action unless requested.

In all cases the OSC worker should make a note as soon as possible of the circumstances, the observations made and any related conversations, formally recording the event on an Incident Record Form. Notes made in the interim should be destroyed. The formal record should be passed to the OSC DSL for issue to the school and secure internal filing. Other electronic copies should be deleted and any paper copies destroyed.

6 Procedure to be followed when concerns arise outside school

The procedure to be followed when an OSC worker finds cause for concern outside of school regarding a young person known to them from school depends on the context of the meeting.

If it is **an event run by a body other than OSC and the worker is acting on its behalf**, the procedure laid down by that body must be followed, not that of OSC. A likely example might be an after-school "drop in" run by a church and the worker, while a volunteer for OSC, is engaged in the church's ministry. Notwithstanding that initial contact with the young person might have been through OSC in a school, OSC as a body should not become involved.

The context might again be **an event run by another body but with the worker present primarily on behalf of OSC in furtherance of its objectives**. In such cases, if the worker observes signs of abuse and/or a young person confides in them it must be reported as soon as possible, if necessary outside normal working hours. Firstly, this should be to the

named responsible person in the body running the event; if not already known the name and contact details should be sought from the senior person from that body present. The OSC worker should then notify the OSC DSL who will liaise with the body concerned to agree follow-up action. Meantime the OSC worker should **not**:

- Personally seek to investigate further or otherwise take responsibility for a situation
- Discuss the matter with colleagues or others.

The OSC worker should make a note at the time of the circumstances, the observations made and any related conversations, and as soon as possible complete an Incident Record Form. The formal record should be forwarded to the OSC DSL for issue to the other body and secure internal filing. The notes made by the worker and any other copies of the formal record should be deleted/destroyed.

Finally the context might be **an event directly organised by OSC or for which OSC has overall responsibility**. This might range from an advertised activity to an informal meeting by a worker with a single student. While the latter is not ideal, a student suffering abuse might find it easier to confide outside school. Such conversations are likely to be sensitive and it is essential that policy guidelines set out in [Section 7](#) below are followed. Great care must also be taken to protect the worker's own position – see [Section 9](#) following.

In all cases the OSC worker should again make careful note at the time of all relevant details and record them on an Incident Record Form for transmission to the OSC DSL.

If it appears that the young person is suffering or at risk of significant harm the OSC DSL must take immediate action to seek advice from and/or refer the case to an appropriate agency, as in the table below, also to notify the Nominated Trustee. The DSL and Nominated Trustee should consider whether and at what point the student's school should be informed.

Suspected abuse should be referred to:		
MASH	Multi-Agency Safeguarding Hub (MASH)	0345 050 7666
Police (emergency)		999
Emergency Duty Team	Outside office hours: Emergency Duty Team EDT	0800 833 408
LADO	Local Authority Designated Officer (concerns or allegations about a professional or volunteer who works with children)	01865 815 956

Further advice and clarity about a situation beginning to raise concern may be obtained from:		
LCSS & MASH	Multi-Agency Safeguarding Hub (MASH) & Locality Community Support Service (LCSS)	0345 050 7666 / 0800 833 408 (out of hours)
NSPCC Child Protection Helpline	Providing expert advice & support for adults concerned about a child.	0808 800 5000 Email: help@nspcc.org.uk (out of hours)
Thirtyone:eight (formerly CCPAS)		www.thirtyoneeight.org 0303 003 1111

7 Guidelines to be followed when a student confides

7.1 Opening a conversation

A student might spontaneously open up to an OSC worker, perhaps particularly where there has been prior contact. Alternatively, the OSC worker might feel it right to gently prompt the student to divulge the root causes of issues that are clearly troubling them. It is essential that this is done with extreme sensitivity. In particular the OSC worker:

- Should initially talk about what can be clearly observed or which follows on naturally from what the student says
- Should ask only those questions arising naturally in the course of conversation
- Should not overtly seek to steer the conversation in any direction

7.2 Conducting the conversation

In all cases, whether confidences are unprompted or emerge from a conversation as above, the OSC worker:

- Must let the young person know that confidentiality cannot be guaranteed as soon as any possibility emerges that there is a question of child protection
- Must stay calm, approachable and open to what they have to say
- Must listen carefully without interrupting, making it clear that it is all being taken seriously
- Should let the student know that they understand how difficult it might be to talk in this way
- Must never ask leading questions or try to probe beyond the boundary of where the student seems comfortable to talk

- Should reassure them that they have done the right thing in telling somebody about their situation
- Must not show shock, disgust or other extreme emotion, or make comments about the alleged perpetrator of the abuse

7.3 Following up the conversation

As soon as possible the OSC worker must follow up any disclosure according to the circumstances of the conversation, as set out in sections 4, 5 and 6 above, in particular **not** investigating further, rather reporting and recording through the appropriate channels.

8 Safer staffing

Young people with whom OSC has contact are further safeguarded by appropriate procedures for the appointment, induction and training of all OSC workers.

OSC's policy and procedures for appointment are followed for all those seeking to work with OSC on a regular basis, whether as a paid member of staff or a volunteer. The policy requires OSC to:

- Allow sufficient time for the process to be effectively implemented in relation to the role to be filled
- Take up references unless the applicant is well known to more than one senior member of the OSC team
- Follow each school's guidelines on whether volunteers are required to have an Enhanced Certificate from the Disclosure and Barring Service. This will be reviewed by the OSC Trustees in the following academic year.
- Not appoint any applicant regarding whom there are any substantive questions or concerns.

Induction of all new workers is overseen by the Director and as part of the process they are issued with a copy of this policy and asked to familiarise themselves with it. Initially they are always accompanied into schools or other situations by an experienced worker to gain first hand insights into the disciplines of dealing with students. Further training is arranged as required and no OSC worker is assigned to go into school unless the Director is satisfied they are fully competent to do so. Updates of the policy are issued to all members of the team.

9 Safeguarding the OSC worker's own position

OSC workers must take extreme care not to place themselves in a position where they would have no defence against an allegation of impropriety, other than their own account of events. Basic precautions include:

- Not doing or saying anything either face to face or online which might be misunderstood and lead to misinterpretation of their intentions
- Holding one-to-one conversations in places where they remained within sight and/or sound of others
- Avoiding close physical contact, even if this goes against natural caring instincts.

While a school provides a relatively safe place to hold a conversation, good opportunities to do so might be limited, for example by time constraints. A student might want more privacy in the

conversation, or not to be seen to be talking to the OSC worker. In such cases opportunities to talk should be sought outside school, ideally at a venue such as a church “drop in” centre or failing that in a public place, such as a coffee shop. In the latter case the Director must first be informed of the arrangement. If the Director cannot be contacted, or is the worker concerned, another senior person in the OSC team or a trustee must be informed.

In arranging to meet outside school the OSC worker must consider how the young person will travel to and from the arranged meeting place. If at all possible, and safe, they should make their own way; a lift should be offered only if there is no reasonable alternative. If a lift is given, the Director must be informed and the most appropriate third party contacted at the time of both leaving and arriving on each journey.

The same procedures should be followed in every instance when a young person might need transport in connection with OSC.

10 Managing allegations against an OSC worker

This procedure is based on that set out in the HSCB “Safe Staffing Handbook”.

OSC recognises that there is always the possibility, however remote, that an allegation might be made that an OSC worker has:

- Behaved in a way that may have harmed a child or put them at risk of harm
- Committed a criminal offence against or related to a child
- Behaved in a way that indicates that they are unsuitable to work with children.

On this being brought to the notice of OSC, the person receiving the allegation will take it seriously but not personally seek to determine its validity. Rather, the Director should be informed as soon as possible, ideally immediately, and a note made recording:

- Whether the informant was a witness and, if not, the basis on which the allegation was being made
- What is alleged to have happened, as far as possible using the informant’s own words
- The time(s), date(s) and place(s)
- Who else was (said to be) present at the time

This record should be signed, dated and given to the Director who will not take further written or detailed statements or otherwise investigate the allegation but will rather immediately contact the Local Authority Designated Officer (LADO) to assess how the matter should be dealt with. If it is decided that action through formal Child Protection procedures must be activated the LADO will make the referral and the Director will forthwith suspend the OSC worker concerned. If not, other appropriate action will be agreed and following a briefing from the LADO the Director will inform the subject of the allegation.

Contact details for the LADO
Jo Lloyd – Local Authority Designated Officer (LADO) Donna Crozier - Assistant Designated Officer Sandra Barratt - Assistant Designated Officer Lorna Berry - Assistant Designated Officer Becky Langstone – Education Safeguarding Advisor Tel: 01865 810603 Email: lado.safeguardingchildren@oxfordshire.gov.uk

A similar process of reporting and recording should be followed if an OSC worker has concerns or suspicions regarding a fellow worker. If the worker under suspicion is the Director or the Director is otherwise implicated, the matter should immediately be taken to the Nominated Trustee who will assume all responsibility for the case in place of the Director. If the perception is of failure by OSC as an organisation properly to safeguard students, a concerned OSC worker should refer directly to the Local Authority Designated Officer.

Appendix 1: Definition of different forms of abuse

“Keeping Children Safe in Education” lists the indicators of abuse and neglect as follows:

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.

Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Sexual exploitation of children and young people under 18:

involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterized in the main by the

child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Spiritual abuse:

“Spiritual abuse is a form of emotional and psychological abuse. It is characterised by a systematic pattern of coercive and controlling behaviour in a religious context. Spiritual abuse can have a deeply damaging impact on those who experience it. This abuse may include: manipulation and exploitation, enforced accountability, censorship of decision-making, requirements for secrecy and silence, coercion to conform, control through the use of sacred texts [in this case the Bible] or teaching, requirement of obedience to the abuser, the suggestion that the abuser has a ‘divine’ position, isolation as a means of punishment, and superiority and elitism.”¹

Peer on peer abuse:

Be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- *bullying (including cyberbullying);*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexual violence, such as rape, assault by penetration and sexual assault;*
- *sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;*
- *upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;*
- *sexting (also known as youth produced sexual imagery); and*
- *initiation/hazing type violence and rituals.*

Serious violence

Be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

¹ Oakley, L & Humphreys, J. 2019. Escaping the Maze of Spiritual Abuse: Creating healthy Christian cultures. SPCK Publishing.

Appendix 2: Incident Record Form

This form should be completed by the OSC worker concerned as soon as possible after any incident giving rise to Child Protection questions. It should be completed electronically and must be kept strictly confidential to those directly involved. It should be filed securely by the Director and other copies deleted. It should not be necessary to print out hard copies but any made should be destroyed together with any manuscript notes.

The young person:

This to be completed as far as known. It might not be appropriate to make full enquiries prior to referral.

Name:	Date of birth:
Address:	
Name(s) of parent(s), carer(s):	

The person completing the form:

Name:	Date:	Time:
Role within OSC (e.g. Volunteer):		
Role at time of incident (e.g. assisting in lesson):		
Home address:	Phone:	

Details of incident:

Location:	Date:	Time:
Activity taking place (e.g. RE lesson):		
Others present and their involvement, if any:		
Details of observations and/or conversation(s) – as far as possible use actual words spoken if a child made a disclosure or allegation, together with response(s) by OSC worker:		

Any prior reporting of the incident:

Please include any explanation where needed (e.g. for delay in reporting)

To whom (e.g. class teacher; OSC DSL):
How (e.g. face to face; phone):
When (e.g. end of lesson; immediately after a disclosure – include date and time):

Any further action(s) by OSC Worker following reporting and outcome(s):

Action(s):	Date:	Time:
1:		

Actions to be numbered, add further lines as required

Action(s) taken by Director as DSL / Nominated Trustee and outcome(s):

Action by:	Action(s):	Date:	Time:
	1:		

Actions to be numbered, add further lines as required

Advice from:	Contact person, any advice given:	Date:	Time:
NSPCC			
CCPAS			
Other			

Referred to:	Contact person:	Date:	Time:
Police CAIU			

Issued to:	Date:	Time:
School		

Note any other if relevant:

Key Service Contacts:

Local Community Support Services (LCSS)

- South LCSS – 0345 241 2608 LCSS.South@oxfordshire.gov.uk
- Central LCSS – 0345 241 2705 LCSS.Central@oxfordshire.gov.uk
- North LCSS – 0345 241 2703 LCSS.North@oxfordshire.gov.uk

(Opening hours: 8.30am-5pm (Mon-Thurs) 8.30am-4pm (Fri))

- Emergency Out of Hours – 0800 833408 (After 5pm Mon-Thurs & 4pm Friday)

Contact details for Local Authority Designated Officer (LADO)

Jo Lloyd – Local authority Designated Officer (LADO)
Donna Crozier - Assistant Designated Officer
Sandra Barratt - Assistant Designated Officer
Lorna Berry - Assistant Designated Officer
Becky Langstone – Education Safeguarding Advisor

Tel: 01865 810603

Email: lado.safeguardingchildren@oxfordshire.gov.uk

Police

If someone is in immediate danger, then call 999

Non-emergency contact: 101

Oxfordshire Safeguarding Children Board
County Hall
4th Floor
New Road
Oxford OX1 1ND
Main Number: 01865 815843
Email: oscb@oxfordshire.gov.uk

To report a new concern

Immediate Concerns about a Child

The Multi-Agency Safeguarding Hub (MASH) is the front door to Children’s Social Care for all child protection and immediate safeguarding concerns. If there is an immediate safeguarding concern, for example:

- A child or young person discloses physical abuse
- If there are signs of physical abuse e.g. injury
- A child or young person discloses sexual abuse
- A child presents as very different/scared to go home anxious and you are aware home could be risky.

You should call the MASH immediately **Tel: 0345 050 7666**. A No Names Consultation should not be used for the above scenarios.

Or you can email an [enquiry form](#) to MASH.

If you are unsure whether to make a referral you can contact the Locality and Community Support Service (LCSS) and request a **'no names' consultation** (meaning you don't give the child's name). You can then discuss the situation with them and they will advise you on what to do next. If a referral needs to be made they will advise you of this.

- **LCSS Central : 0345 241 2705**
- **LCSS North (including Banbury, Witney, Bicester, Carterton and Woodstock): 0345 241 2703**
- **LCSS South (including Abingdon, Faringdon, Wantage, Thame, Didcot and Henley): 0345 241 2608**