

Safeguarding and Child Protection Policy

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Safeguarding and Child Protection Policy and Procedures

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Contact Information

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Safeguarding Team

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PART 1: Policy

1. Definitions

- **A Child/Young person:** Anyone up to their 18th birthday.
- **Safeguarding children** is defined as:
Safeguarding children is defined in Working Together to Safeguard Children (2018) as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- **Child Protection** refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child. Keeping Children Safe in Education (KCSIE 2020) + update January 2021 (Post EU Exit).
- **Adult Safeguarding**
Safeguarding adults at risk means protecting their right to live in safety and free from abuse and neglect.

An Adult at risk is defined as a person aged 18 or over who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and
- is experiencing, or is at risk of, abuse or neglect
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

An adult at risk of abuse may:

- have an illness affecting their mental or physical health,
- have a learning disability,

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- suffer from drug or alcohol problems,
- be frail.

2. Introduction

At *****insert*****, safeguarding and promoting the welfare of children, young people and adults at risk is everyone's responsibility. Everyone who comes into contact with children/young people/adults and their families and carers has a role to play in safeguarding children/young people/adults at risk. In order to fulfil this responsibility effectively, all professionals should make sure their approach is person centred-centred. This means that they should consider, at all times, what is in the best interests of the child/young person/adult. Everyone who comes into contact with children/young people/adults at risk has a role to play in identifying concerns, sharing information and taking prompt action (KCSIE 2020).

*****insert***** is committed to safeguarding and promoting the welfare of all learners by:

- The provision of a safe environment in which children, young people and adults can learn;
- Fulfilling our statutory (legal) responsibilities to identify learners who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.
- Working effectively with key partners to ensure learner safety.

All action taken by *****insert***** will be in accordance with:

- **Current legislation:**¹
- **Statutory guidance:**

¹ Including: Children Act 1989 and 2004; Education Act 2002 and 2011; Education Inspection Act 2006; Children and Social Care Act 2017; Safeguarding Vulnerable Groups Act 2006; Protection of Freedoms Act 2012; Children and Families Act 2014; Female Genital Mutilation Act 2003 Also see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722307/Working_Together_to_Safeguard_Children_Statutory_framework.pdf

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Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2020) + update January 2021 (Post EU Exit) is statutory guidance issued by the Department for Education which all providers must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The care act 2014 statutory guidance drawing together a number of pre-existing pieces of legislation to outline how support for adults is provided

Key documentation, procedures and guidelines are detailed in Appendix A.

All staff at ****insert**** has a duty and responsibility to safeguard learners attending our provision, irrespective of their role:

- Identifying concerns early and providing help for children, young people and adults, to prevent concerns from escalating to a point where intervention would be needed via adult services or a statutory assessment under the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer significant harm). These concerns should be discussed with the Designated Safeguarding Lead (DSL).
- All staff should be aware of the process and principles for sharing information within the organisation which supports safeguarding.
- All staff should be aware of their local early help process and understand their role within it.
- The most important consideration is whether sharing information is likely to safeguard and protect a child, young person or adult. Any staff member who

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has a concern about a learner's welfare should follow the referral processes set out in Appendix B.

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Whistleblowing
- Code of Conduct (Behaviour) Policy
- E-Safety (digital safety)

3. Equalities Statement

We are committed to anti-discriminatory practice and recognise the diverse family circumstances of our learners. We ensure that all children, young people and adults have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

4. Overall Aims

This policy will contribute to the safeguarding of learners at ****insert**** by:

- Clarifying standards of behaviour for staff and learners;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the organisation, built on mutual respect, and shared values;
- Teaching learners about safeguarding, including online safety, through teaching and learning opportunities;
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect;
- Developing staff awareness of the causes and consequences of abuse and neglect;

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- Developing staff awareness of the risks and vulnerabilities their learners face by addressing concerns at the earliest possible stage;
- Reducing the potential risks learners face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with learners, parents and agencies.

This policy will contribute to supporting the learners at ****insert**** by:

- Identifying and protecting the most vulnerable;
- Assessing individual needs where possible; and
- Designing plans to meet those needs.

5. Expectations

All staff and visitors will:

- Be familiar with Safeguarding and our policy (where applicable);
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse and neglect;
- Record concerns and give the record to the DSL.
- **If a person is in immediate danger or is at risk of harm, a referral should be made to adult's/children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

6. Training

- In addition to this policy, all staff should read and understand Part One and Annex A of Keeping Children Safe in Education (KCSIE) 2020 + update January 2021 (Post EU Exit). Staff will be provided with an opportunity to do this during their induction.

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- All staff members will receive appropriate safeguarding and child protection training including the Prevent strategy, which is regularly updated. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard learners effectively (KCSIE, 2020).
- Whistle blowing procedures will be covered in training/induction so that staff know what to do if they have concerns relating to safeguarding practice within ****insert****.
- All training will be effective and comply with the law at all times.
- The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.
- The Director will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the local safeguarding partners.
- ****insert**** will ensure that at least one person on any appointment panel will have undertaken safer recruitment training.
- The designated teacher appointment to promote the educational achievement of children in care will undergo appropriate training.
- The DSL will undertake relevant Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.
- Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.
- Training log will be via a single centre record updated and maintained by Senior Management.
- Training will be updated / refreshed as per the training matrix (single central record).

7. Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within ****insert****.

Designated Safeguarding Lead (DSL):

Aimee Worrall

Deputy Designated Safeguarding Lead (Deputy DSL): **Charlotte Radnor**

Details of our DSL and Deputy DSL are available on the ****insert**** website and the notice board in Reception.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

- **Liase** with the local authority (also known as Local Safeguarding Board) and other agencies;
- **Managing referrals** to other agencies including: the local authority children's / adults social care in cases of suspected abuse; Police South West Counter Terrorism Unit (for Somerset) or Devon and Cornwall police (Devon and Cornwall) where there is a radicalisation concern; the Disclosure and Barring Service and the LADO in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies;
- **Work with others** to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and

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liaise with the Local Authority Designated Officer (LADO) as required. DSL/deputy DSL should also liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

- **Undertake Training** to ensure the DSL and Deputy have the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
- **Raise Awareness** to ensure ****insert**** safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the management committee on safeguarding and child protection activity within the organisation;
- **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with Local partner guidance;
- **Availability** of the DSL (or deputy) during hours of operation needs to be ensured for staff to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2020) + update January 2021 (post EU Exit) – Annex B.

8. The Management Committee

The Chair of the Management Committee (The Director) will ensure that:

- They comply with their duties under legislation;
- The organisation has a safeguarding policy in accordance with the procedures of Local safeguarding partners;
- ****insert**** has key policies in place to cover:
 - Code of Conduct (Behaviour)

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- Where possible, more than one emergency contact telephone number is recorded for each learner:
- When applicable, an appropriately trained Designated Teacher is appointed to promote the educational achievement for: looked after children; those children who have left care through adoption; special guardianships or childcare orders; or were adopted from state care outside England and Wales; and to work with the Virtual School Head;
- ****insert**** operates “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- ****insert**** will maintain a Single Central Record of relevant pre-employment checks as per Regulations detailed in KCSIE 2020);
- A member of the senior leadership team is appointed as the DSL;
- All staff who work with children undertake regular safeguarding training;
- Temporary staff and volunteers are made aware of the arrangements for safeguarding and child protection and their responsibilities; and a proportionate risk based approach is used regarding the level of information provided to them.
- ****insert**** remedies any deficiencies or weaknesses brought to its attention without delay;
- ****insert**** has procedures for dealing with allegations of abuse against staff/volunteers;
- The Management committee reviews its safeguarding policies/procedures annually or as required due to changes in statutory guidance;
- A nominated management committee member is appointed with a specific brief for safeguarding and child protection and will liaise with the Director and DSL. The role is strategic rather than operational – they will not be involved in concerns about individual learners;
- The nominated committee member will liaise with the Director and the DSL to produce an annual report for governors and complete the annual safeguarding audit for the local authority as required;
- The nominated committee member is responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Director or Company Owner;

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- ****insert**** will contribute to multi-agency working in line with statutory guidance (see Working Together to Safeguard Children 2018);
- Appropriate monitoring systems are in place to support work online, but these should not act as an unreasonable restriction.

9. Creating a Culture of Safeguarding

• Safer Recruitment and Selection

****insert**** pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2020) + update January 2021 (Post EU Exit) including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity (see KCSIE 2020). All recruitment materials will include reference to ****insert****'s commitment to safeguarding and promoting the wellbeing of learners.

• Staff Support

It is recognised the stressful and traumatic nature of safeguarding and child protection work. ****insert**** will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. Further, ****insert**** will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss matters outside the workplace, which may have implications on their practice to safeguarding in the organisation.

• Learner Support

Opportunities will be provided for learners to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. Relevant issues will be supported through the curriculum including: Personal, Social, Health and

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Economic education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.

- **Whole Organisation Approach**

All policies which address issues of power and potential harm, for example anti-bullying, equalities, positive behaviour, will be linked to ensure a whole organisation approach.

The safeguarding policy cannot be separated from the general ethos of the organisation, which should ensure that learners are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with learners are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, young person or adult, staff members should always act in the best interests of the person for whom they are concerned.

- **Identification of those at Increased Risk, or have Additional Safeguarding Needs**

Certain groups of learners are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care, care leavers, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

- **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside of the education setting. All staff should be considering the context within which incidents and or behaviours occur, this is known as Contextual Safeguarding.

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10. What Staff Need to Know

All staff need to be aware of the systems within ****insert**** which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated.

All staff should:

- Know the DSL and any deputies and how to contact them;
- Know the Chair and vice chair of the management committee, and the member responsible for safeguarding;
- Read and understand this policy and revisit it annually or when significantly amended;
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education 2020 + update January 2021 (Post EU Exit) (or latest version) annually;
- Attend safeguarding training;
- Be aware of ****insert**** safeguarding procedures in order to identify those learners in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children, young people and adults, particularly concerning referrals of cases of suspected abuse and neglect;
- Adhere to the Code of Conduct (Behaviour) policy;
- Know what to do if a learner tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and adults/children's social care. Staff should never promise that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the person (see Appendix C);
- Report concerns about an adult, child or young person immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of Senior Leaderships Team is not available, and a child is in immediate danger or is at risk of harm, a referral should be made to adult/children's social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;

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- Be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in those with Special Educational Needs and Disabilities (SEND) (see Appendix D);
- Where applicable, have skills, knowledge or understanding to keep looked after children, care leavers and previously looked after children safe;
- Be aware of whistleblowing procedures to the senior leadership team if they have concerns about safeguarding practices within the organisation. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at:

- Advice on whistleblowing <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.
Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police (KCSIE 2020).

Regulated professionals have a [mandatory reporting duty](#) to report cases of known FGM. Teachers are considered regulated professionals. The duty requires that they themselves report known incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM.

- Report their concerns to the DSL if they think a Learner may be at risk of radicalisation or involvement in terrorism;
- Report any potential safeguarding concerns about an individual's behaviour and actions towards children and young people immediately. Allegations or

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concerns about colleagues and visitors must be reported directly to the DSL who will inform the Director. If the concern relates to the DSL the report should be made to the Director, if the concerns is about the Director or Company Owner it should be reported to the nominated management committee member, who will liaise with the Local Authority Designated Officer (LADO) and they will decide on any action required, following guidance in **KCSIE 2020 - Part four: Allegations of abuse made against teachers and other staff.**

- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The organisation should not undertake any investigation unless the LADO advises this.
- 'Reasonable Force' refers to the physical contact to restrain and control children, 'using no more force than is needed'. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances, the vulnerability of the person and any Special Educational Needs or Disability (SEND) will be taken into account. The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation, and will follow government guidance (Use of Reasonable Force in Schools 2013).

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11. Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the organisation has a responsibility to address and these include (please see KCSIE 2020 for details):

Attendance	****insert**** must monitor learners attendance through their daily register. Providers should monitor attendance and address it when it is poor. There is safeguarding duties under section 175 of the Education Act 2002 in respect of their learners, and as part of this should investigate any unexplained absences.
Child and Adolescent Mental Health	Good mental health and resilience are fundamental to our children’s physical health, relationships, education and to achieving their potential.
Child Criminal Exploitation	Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism.
Child Sexual Exploitation (CSE) and Trafficking	CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation can take many forms, ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative

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	relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
Children/young people and the Court System	A child/young person may, at some point, experience the court system for a number of different reasons. This may include being a witness to a crime or it could be as a result of childcare arrangement being made in the Family Court. Whatever the reasons, it is important the child is supported through this process.
Children/young people with a Family Member in Prison	These children/young people are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders NICCO (see KCSIE 2020) provides information designed to support professionals working with offenders and their children, and to help mitigate negative consequences for those children/young people.
Domestic violence and abuse, Gender-based violence and teenage relationship abuse	Involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality, and is applicable to teenagers engaged in abusive relationships.
Drugs	As part of providers duty to promote learners wellbeing, we have a role to play in preventing drug misuse as part of our responsibilities (health and wellbeing) and to support the Government's drug strategy (2010) to provide information, advice and support to learners via the curriculum.
Fabricated or induced illness	This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child.
Faith abuse	The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.
Female Genital Mutilation (FGM)	FGM comprises all procedures involving partial or total removal of the external female genitalia or other

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	<p>injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a girl maybe likely to be or may be subjected to FGM or that she may have suffered FGM. These are detailed in the <u>Multi-agency statutory guidance on female genital mutilation</u> issued by the home office.</p> <p>It is important to recognise that FGM is a form of child abuse and is significantly harmful. The centre needs to follow the Local partners guidance relating to FGM.</p>
Forced marriage	<p>Is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females.</p>
Gangs and youth violence	<p>Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence in the learning environment. Such powers cover disciplinary actions, the power to restrain violent learners, and the power to search learners for prohibited items.</p>
Homelessness	<p>Being homeless or being at risk of becoming homeless presents a real risk to welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.</p>
Mental Health	<p>The legacy of traumatic events is often reflected in a life-long impact on mental health and potential barriers to learning, both academic and social. Poor mental health as a result of trauma can often manifest in a young person's behaviour, both outward and inward.</p> <p>Trauma can arise from abuse, exploitation and neglect, even when there is no obvious cause. When considering behaviour, particularly that which some staff may regard as 'challenging', consideration should be given to a potential safeguarding issue, either currently or in the past.</p> <p>Keeping Children Safe in Education (2020) + update January 2021 (Post EU Exit) says that schools</p>

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should 'ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.'



Identifying potential symptoms of mental ill-health in children and young people:

Mental ill-health can be complex and difficult to identify as there are often several symptoms which worsen slowly over time. School staff are sometimes able to identify greater change than parents, for example, seeing a child after a school holiday seemingly 'changed' in some way.

Childhood, and particularly adolescence, is a time of immense change and these natural changes can camouflage underlying issues, and also exacerbate them. This means that the signs of more serious emotional distress can be missed.

In general, as a sense of positive well-being declines, more serious mental health disorders disrupt the enjoyment of everyday life and impact on an ability to function well. Some apparent disorders are perfectly normal in some circumstances, for example, bereavement will lead to a period of sadness and anger.

Although the perceived stigma of mental health is lessening as time goes on, it can still discourage children and young people, and their parents, to seek support.

Warnings of a period of mental-ill health include:

- Persistent sadness.
- Withdrawing from or avoiding social interactions.
- Self-harming.
- Talking about death or suicide.
- Outbursts or extreme irritability.
- Out-of-control behaviour that can be harmful.
- Drastic changes in mood, behaviour or personality.
- Changes in eating habits.

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	<ul style="list-style-type: none"> • Loss of weight. • Difficulty sleeping. • Frequent headaches or stomach aches. • Difficulty concentrating. • Changes in academic performance. • Avoiding or missing school.
<p>Online (Digital) Safety</p>	<p>The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual exploitation and radicalisation. Issues can be categorised into three areas of risk:</p> <ul style="list-style-type: none"> • Content: Being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views; • Contact: Being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and • Conduct: Personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying. (KCSIE 2020). <p>The provider will ensure it is proactive in addressing online safety through:</p> <ul style="list-style-type: none"> • Education of learners through the curriculum, awareness talks or notifications; • Reviewing online safety practices as part of an approach to online safety; • Filtering and monitoring to protect users but not leading to unreasonable restrictions; • Staff training which is integrated and considered as part of the overarching safeguarding approach.
<p>Online Sexual Abuse</p>	<p>The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be</p>

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	<p>a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.</p>
<p>Peer on Peer Abuse including: Bullying, Cyber Bullying, Sexual Harassment, Sexting, Initiation and Hazing type violence.</p>	<p>All education providers are required to have due regard to the need to eliminate discrimination, harassment and victimisation, and other conduct that is prohibited under the Equality Act 2010. Providers should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents 'A prejudice related incident is any incident which is perceived to be prejudice by the victim or any other person'.</p>
<p>Private Fostering</p>	<p>Is essentially arrangements made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood, or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.</p> <p>****insert**** has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support. Consideration should be given to arrangements for 'staying with host families' if they would constitute private fostering arrangement.</p>
<p>Radicalisation</p>	<p>The organisation is aware of its responsibilities under the Prevent Statutory Duty through the Counter Terrorism and Security Act 2015. The duty requires schools to consider the need to safeguard learners from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported as they</p>

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	<p>would be under other safeguarding. We provide a safe environment for our learners, and educate to understand and discuss sensitive topics, including terrorism and extremist ideology, and to enable them to challenge ideas and build their resilience to radicalisation.</p> <p>Staff are aware of the risk posed by other learners and adults who may have been radicalised, and the impact of radicalisation via social media.</p> <p>Staff have received appropriate training, and have the knowledge and confidence to identify learners at risk of being drawn into supporting terrorism and extremism, and challenge extremist ideals.</p> <p>Our IT filters are regularly reviewed and monitored in order to prevent and identify access to terrorist and extremist materials online.</p>
<p>Sexual Violence and Sexual Harassment between children and young people in education settings</p>	<p>Sexual violence and sexual harassment can occur between two children/young people of any sex. They can also occur through a group of learners sexually assaulting or sexually harassing a single child/young person or group of children/young people.</p> <p>Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal), and are never acceptable. It is important that all children involved are taken seriously and offered appropriate support.</p>
<p>So-Called Honour-based Violence</p>	<p>So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.</p>

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Annex A (2020) + update January 2021 (post EU Exit).

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Part 2: Procedures

1. Reporting Concerns

The procedure to respond to a concern is:

- **RECOGNISE** the signs.
- **RESPOND** effectively.
Listen, be clear about what action you are going to take (unless this is likely to escalate risk), offer support.
- **RECORD** what you know.
Make a clear written, factual record using the ****insert**** Safeguarding concern form.
- **REFER** appropriately.
Contact the DSL or Deputy as soon as possible (except in an emergency where doing so could cause unjustifiable delays). The DSL/Deputy will discuss concerns with you and refer externally where appropriate in line with local procedures (available from the appropriate local authority website).

2. Managing Allegations against Staff

Allegations and complaints against staff can be minimised by having:

- Safer Recruitment strategies in place.
- Appropriate induction and training.
- Open and transparent safeguarding ethos.
- Professional code of conduct.
- Regular briefing and discussion of safeguarding issues.
- Ensuring that children are aware of safeguarding issues through the curriculum, e.g. PSHE.

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has harmed a learner or may have harmed a learner;
- Possibly committed a criminal offence against or related to a learner; or

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- Behaved towards a learner(s) in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with a learner;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (incident that does not necessarily involve a child, for example, domestic abuse).

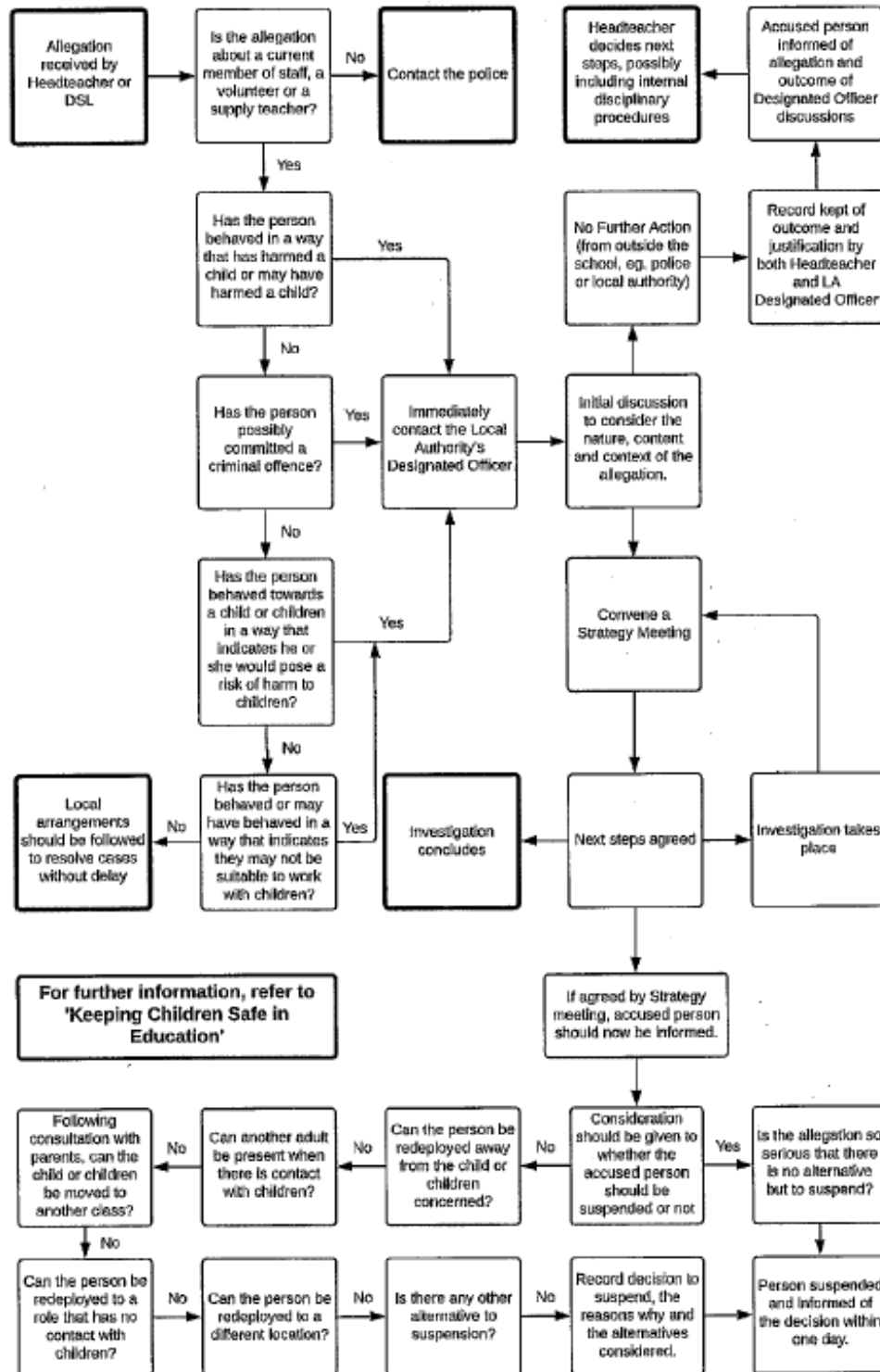
This applies to any learner the member of staff/volunteer has contact with in their personal, professional or community life.

When an allegation is received:

- Take the matter seriously and keep an open mind.
- Do not investigate.
- Do not promise confidentiality to the informant.
- Make a written record of the allegation using the informants words (including time, date and place where the alleged incident took place, what was said and anyone else present; sign and date).
- If the concerns are about the Centre Manager, then the Director or Company Owner should be contacted.
- The Designated Safeguarding Officer or Centre Manager must immediately contact the Local Authority Designated Officer(s) (LADO).
- Decisions must not be made without a discussion with the LADO.
- Make a written record of discussions with LADO and others.
- Make sure LADO has full details of the person against whom a concern has been raised and the person who is the subject of the concern.

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Flowchart for the initial management of allegations about staff or volunteers



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3. Dealing with Allegations of Abuse against Teachers and Other Staff

All staff should be aware of who they should take their concerns to.

Safeguarding or child protection allegations about members of staff must be reported immediately to the Centre Manager.

Allegations against the Centre Manager should be taken to the Director or Company Owner.

These concerns must be discussed immediately with the LADO.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

Key issues to note:

- Priority should be given to resolving the matter as soon possible (usually within one month).
- Staff should not be automatically suspended.
- Allegations found to be unfounded or malicious should be removed from personnel records.
- Learners making malicious allegations should face appropriate sanctions.
- The centre should also ensure that they liaise with the LADO about any allegations about visitors. The centre should not simply cease using the person without ensuring that they have established all the facts.

To be considered under these guidelines, the allegation must meet the following criteria.

The person must have:

- Behaved in a way that has harmed a learner or may have harmed a learner;
- Possibly committed a criminal offence against or related to a learner; or
- Behaved towards a learner(s) in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with a learner;
- Behaved or may have behaved in a way that indicates they may not be suitable to work at the centre.

Cases which do not meet the above criteria should be dealt with using 'local arrangements'.

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Initial Considerations

Where the concern meets the criteria, the designated person should immediately contact the Local Authority Designated Officer(s) (LADO). The LADO is responsible for the oversight of allegations against adults working in the local authority, liaising with a range of agencies and ensuring such matters are dealt with consistently and in a timely fashion.

The initial discussion with the LADO will consider the nature of the allegation and the course of action.

Actions to be agreed:

- What further information is required?
- Whether any immediate action needs to be taken to protect learners.
- When and what should the next of kin be told.
- What should be said to the adult facing the allegation?
- Whether suspending the member of staff is required.
- Suspension should not be an automatic response.
- Suspension should only be considered where:
 - Learners are at risk of serious harm.
 - Where the concern is so serious that it would result in immediate dismissal.
 - The reason for suspension must be communicated to the person in writing within one day.
 - Alternative to suspension might include alternative work, the deployment of another adult to work alongside the accused person, moving the learner or reallocating the groups involved.

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Outcome of Allegations

The outcome of allegation investigations should be identified as one of the following:

Outcome Type	Definition	Action after Investigation	Recording
Substantiated	There is sufficient evidence to prove the allegation.	Discussion with the Centre Manager about referral to DBS and/or NCTL for Disciplinary Hearing.	There should be a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. This should be kept in the confidential personnel file of the accused, and a copy provided to the person concerned.
False	There is sufficient evidence to disprove the allegation.	Where the allegation is found to be false, unsubstantiated, or malicious, the information should not be included in any reference.	The record should be retained at least until the accused has reached normal pension age for a period of 10 years from the date of the allegation if that is longer.
Unsubstantiated	This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.		
Malicious	There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.		Details of allegations that are found to have been malicious should be removed from personnel records.

In addition, there is a further outcome type (unfounded) which may wish to be used, after liaison with the Centre Manager.

Unfounded: There is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

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4. Involving Parents and Carers

In general, the DSL will discuss any child protection/adult at risk concerns with the individual concerned and parents/carers where appropriate, before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when ****insert**** will contact another agency before informing the individual and/or parents/carers because it considers that contacting them may increase the risk of significant harm to the person.

5. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the person for whom they have concern. If there are safeguarding or child protection concerns, referrals should be made by the DSL (or Deputy DSL) to:

LA – CHILDRENS SERVICES	Contact	Out of Hours
Devon Multi Agency Safeguarding Hub	0345 155 1071 mashsecure@devon.gov.uk	0345 6000 388
Cornwall Multi Agency Referral Unit	0300 123 1116 multiagencyreferralunit@cornwall.gov.uk	01208 251300
Somerset Children's Social Care	0300 123 2224 childrens@somerset.gov.uk	0300 123 23 27

LA- ADULT SERVICES	Contact	Out of Hours
Devon	0345 155 1007 No immediate danger – email/webform	0845 6000 388
Cornwall	0300 1234 131 accessteam.referral@cornwall.gov.uk	01208 251300

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Somerset	0300 123 2224 Email at adults@somerset.gov.uk	01823 368244
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Where the child/young person/adult already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

We will co-operate with any child protection/adult safeguarding enquiries including statutory safeguarding assessments conducted by adult's/children's social care: ****insert**** will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial, and review child protection conferences and core group meetings.

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

6. Disclosure/Allegation against a member of staff

The primary concern of ****insert**** is to ensure the safety of the child, young person or adult at risk. The term 'member of staff' applies to all contracted personnel within the organisation, volunteers and people employed by other agencies that are providing services for ****insert****. If you suspect any other member of staff is abusing a learner or breaching their position of trust in a safeguarding capacity, it is your responsibility to whistle blow.

- a. Staff who are accused of a breach of the code set out in Appendix F may be subject to disciplinary procedure.
- b. Any allegation against a staff member which raises Safeguarding concerns should be reported to the DSL/Deputy as a matter of urgency.
- c. Where the allegation suggests that a professional has acted in a way which has harmed a child/young person, or suggests that they could be unsuitable to work with children or young people. The DSL/Deputy DSL

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will liaise with the LADO within one working day of being made aware of the allegation.

LA DO	Contact
Devon	<p>Devon – Jane Parmenter childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk 01392 384964 Ladosecure-mailbox@devon.gov.uk Online form: https://services.devon.gov.uk/web/lado/form https://www.devon.gov.uk/educationandfamilies/child-protection/managing-allegations-against-adults-working-with-children</p> <p>Plymouth – LADO@plymouth.gov.uk 01752 306340 (Jane Parmenter)</p> <p>Torbay – 01803 208541 Ivan.sullivan@torbay.gov.uk</p>
Cornwall	<p>01872 326536 LADO@cornwall.gov.uk; Principal LADO Justine Hosking https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/</p>
Somerset	<p>Louise White, Service Manager, Safeguarding Operations. Adults & Health. 07797 401915 01460 239716 LXWhite@somerset.gov.uk http://www.somerset.gov.uk/adult-social-care/safeguarding/report-an-adult-at-risk/</p> <p>Children Social Care https://sscb.safeguardingsomerset.org.uk/working-with-children/allegations-management/</p>

- d. Where the allegation is against the DSL or Deputy, the matter should be reported to the Director. If the allegation is against the Director or Company Owner, the matter should be referred to the Nominated Person on the Management Committee.

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- e. The DSL/Deputy/Director/Nominated Management committee member will take action following discussions with the LADO.
- f. ****insert**** should inform the accused member of staff as soon as possible after initial consultation has taken place. However, this should not be before the Strategy Discussion or police discussion, if needed, has taken place and agreement has been reached as to what information can be disclosed to the member of staff.
- g. The member of staff should be advised to:
 - Keep records of all conversations, meetings attended, letters received and telephone calls relating to the allegation.
- h. Whilst the case is ongoing, ****insert**** must arrange to provide appropriate support to the member of staff.
- i. Where it is subsequently found that an allegation has been made maliciously, ****insert**** may refer the matter to be dealt with under disciplinary procedures.
- j. ****insert**** may also take the decision to pursue an allegation of abuse through the Disciplinary Procedure. Discussion should be held with the relevant Local Authority to ensure that their investigation is not compromised by doing so. Employees should not automatically be suspended and should not be suspended without careful thought.
- k. If the accused member of staff tenders their resignation or ceases to provide their services, the allegation must continue to be investigated in accordance with the procedures. Compromise agreements by which a person agrees to resign or ****insert**** agrees not to pursue the disciplinary action must not be used in these cases.

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7. Exclusions

When ****insert**** is considering excluding, either fixed term or permanently, a vulnerable learner and/or a learner who is the subject of a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment **must** be completed prior to convening a meeting of the management committee.

8. Private Fostering Arrangements

Where ****insert**** becomes aware that a learner may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person's home, they should raise this, in the first instance, with the DSL. ****insert**** should notify the local authority of the circumstances, via children's services. Once notified, the local authority will check that the arrangement is suitable and safe for the child/young person, and assess the circumstances.

9. FGM Reporting Guidance

- **Mandatory reporting duty (regulated staff only e.g. teachers):**

Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to phone children's services to notify of this.

- **Attendance/Extended holiday requests:**

Requests for holidays during standard education term time are ordinarily refused and are only granted in exceptional circumstances, following receipt of a written request by parent/carers in good time.

If there is a suspicion that a girl may be travelling for the purposes of FGM, or that they have had a spell of sickness and absence where there are signs that the girl has been subjected to the practice, ****insert**** will follow its safeguarding processes.

The Designated Safeguarding Lead will conduct a FGM Referral Risk assessment (if requested to do so by the local authority). An explicit

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conversation with the parent will need to take place about FGM, highlighting that the practise is illegal in this country and is classified as child abuse. It should be made clear that the law in this country protects girls who are habitually resident abroad so that it is also illegal to take the girl overseas to perform FGM. As part of the process, the parent's response and reactions to this will be noted. Consent should be sought to seek or share information to support an effective assessment of risk. The Designated Safeguarding Lead will use the FGM risk assessment to determine whether any further action should be taken. Proportionate action will be taken in response to any identified risks. If a girl is identified to be at high risk of FGM, then a referral to children's services should be made.

- **What happens next?**

Children's services will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed. If the outcome of the FGM referral risk assessment is low, then ****insert**** will provide the family with literature containing advice and guidance. ****insert**** will continue to monitor and support the needs of the girl as part of their universal offer.

If the outcome of assessment is medium or high, referral to children's services will need to be considered where a safeguarding assessment will be undertaken by a social worker. Further action may be taken to reduce the risk of FGM being practiced.

10.Children Missing from Education (To be read in conjunction with the Attendance Policy)

A child/young person going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedures for unauthorised absence and for dealing with children/young people that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in future.

11.Allegations of abuse made against other learners

We recognise that learners are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of learners hurting other learners will be dealt with under our organisations behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;
- Could put learners at risk;
- Is violent;
- Involves learners being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a learner makes an allegation of abuse against another learner:

- You must tell the DSL and record the allegation, but do not investigate it;
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The DSL will put a risk assessment and support plan into place for all learners involved – both those who experience the abuse and the learner against

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whom the allegation has been made – with a named person they can talk to if needed;

- The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different vulnerable groups – Ensuring our curriculum helps to educate learners about appropriate behaviour and consent;
- Ensuring learners know they can talk to staff confidentially by publicising it via the website and notice boards to ensure their wishes are understood;
- Ensuring staff are trained to understand that a learner harming a peer could be a sign that the learner is being abused themselves, and that this would fall under the scope of this policy.

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12. Sexual Violence and Sexual Harassment

This is a particular form of peer on peer abuse. Dealing with such cases are complex and the DSL will take a lead role in managing the situation on a case by case basis. However, all staff should ensure that:

- **All** who experience abuse are reassured that they are being taken seriously, and that they will be supported and kept safe;
- Those who experience abuse should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment;
- Nor should those who experience abuse ever be made to feel ashamed for making a report.

In addition to existing advice about managing a disclosure contained in this policy, staff will follow Searching, Screening and Confiscation Advice 2018.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2020, and sexual violence and sexual harassment between children in schools and colleges 2018.

13. The Prevent Duty

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Police South West Counter Terrorism Unit or the Devon and Cornwall Prevent team. Alternatively, seek advice from the DSL or Prevent Co-Ordinator (details below).

All referrals are received by the Police to consider and screen, and the vulnerability is assessed. This may involve a multi-agency Channel panel to gather information from partners and meet to consider the referral, agree level of vulnerability and what kind of support may be needed. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being

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drawn into terrorism. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral contact the Police Prevent Teams at:

LA	Contact
Devon/Cornwall	prevent.referrals@devonandcornwall.pnn.police.uk 01392 225130 https://www.devon-cornwall.police.uk/advice/your-community/prevent-reporting-and-preventing-radicalisation-terrorism-and-extremism/ See Appendix J
Somerset	ChannelSW@avonandsomerset.pnn.police.uk See Appendix K
Prevent Co-Ordinator	Salam Katbi Prevent Regional HE/FE Co-ordinator - South West Department for Education Mobile Number: 07824083307 Email: salam.katbi@education.gov.uk @KatbiSalam838

14. Sharing of Information

Whilst the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child/young person/adult at risk being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children/young people/adults; if unsure, staff should contact the DSL to discuss. The organisation will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing.

****insert**** will work closely with employers and other key partners to ensure that, and relevant safeguarding information is shared appropriately and in line with the law.

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Appendix A

Key Documentation, procedures and guidance

- Keeping Children Safe in Education (2020) + update January 2021 (post EU Exit).
- What to do if you're worried a child is being abused: advice for practitioners (2015)
- Working Together to Safeguard Children (2018)
- Designated teacher for looked after children (2018)
- Prevent Duty Guidance for England and Wales (2015)
- CONTEST strategy 2018
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- The Teachers' Standards (2012)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Listening to and involving children and young people (2014)
- Alternative provision (2016)
- Behaviour and discipline in schools (2016)
- Children Missing Education (2016)
- School behaviour and attendance: parental responsibility measures (2013)
- Multi-Agency statutory guidance on female genital mutilation (2016)
- Promoting the education of looked-after children (2018)
- Supervision of activity with children (2012)
- Disqualification under the Childcare Act 2006 (2018)
- Education for children with health needs who cannot attend school (2013)
- SEND code of practice: 0 to 25 years (2015)
- Supporting pupils at school with medical conditions (2015)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Use of Reasonable Force in Schools (2013)
- Searching, Screening and Confiscation Advice (2018)
- Preventing and tackling bullying (2017)

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- The Care Act (2014)
- The Equality Act (2010) and Schools
- Exclusion from maintained schools, academies and pupil referral units in England (2017)

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Appendix B

LA guidance on reporting concerns

Each local authority has their own guidance and procedures for reporting concerns. Please refer to the website for the appropriate local authority.

<https://www.devon.gov.uk/care-and-health/adults/keeping-safe/>

<https://www.cornwall.gov.uk/safeguardingadults>

<https://www.somerset.gov.uk/social-care-and-health/report-an-adult-at-risk/>

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Appendix C

Local overview for concern reporting

In an emergency – immediate risk of harm

POLICE/FIRE/AMBULANCE	999
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Concerns about children (Under 18) – contact the LA where the child lives

LA – CHILDRENS SERVICES	Contact	Out of Hours
Devon Multi Agency Safeguarding Hub	0345 155 1071 mashsecure@devon.gov.uk	0345 6000 388
Cornwall Multi Agency Referral Unit	0300 123 1116 multiagencyreferralunit@cornwall.gov.uk	01208 251300
Somerset Children's Social Care	0300 123 2224 childrens@somerset.gov.uk	0300 123 23 27

Concerns about adults – Contact the LA where the adult lives

LA- ADULT SERVICES	Contact	Out of Hours
Devon	0345 155 1007 No immediate danger – email/webform	0845 6000 388
Cornwall	0300 1234 131 accessteam.referral@cornwall.gov.uk	01208 251300
Somerset	0300 123 2224 Email at adults@somerset.gov.uk	01823 368244

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Concerns about professionals

LADO	Contact
<p>Devon</p>	<p>Devon – Jane Parmenter childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk 01392 384964 Ladosecure-mailbox@devon.gov.uk Online form: https://services.devon.gov.uk/web/lado/form https://www.devon.gov.uk/educationandfamilies/child-protection/managing-allegations-against-adults-working-with-children</p> <p>Plymouth – LADO@plymouth.gov.uk 01752 306340 (Jane Parmenter)</p> <p>Torbay – 01803 208541 Ivan.sullivan@torbay.gov.uk</p>
<p>Cornwall</p>	<p>01872 326536 LADO@cornwall.gov.uk; Principal LADO Justine Hosking https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/</p>
<p>Somerset</p>	<p>Louise White, Service Manager, Safeguarding Operations. Adults & Health. 07797 401915 01460 239716 LXWhite@somerset.gov.uk http://www.somerset.gov.uk/adult-social-care/safeguarding/report-an-adult-at-risk/</p> <p>Children Social Care https://sscb.safeguardingsomerset.org.uk/working-with-children/allegations-management/</p>

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Prevent concerns/Channel Referrals

LA	Contact
Devon/Cornwall	<p>prevent.referrals@devonandcornwall.pnn.police.uk</p> <p>01392 225130</p> <p>https://www.devon-cornwall.police.uk/advice/your-community/prevent-reporting-and-preventing-radicalisation-terrorism-and-extremism/</p> <p>See Appendix J</p>
Somerset	<p>ChannelSW@avonandsomerset.pnn.police.uk</p> <p>See Appendix K</p>
Prevent Co-Ordinator	<p>Salam Katbi Prevent Regional HE/FE Co-ordinator - South West Department for Education Mobile Number: 07824083307 Email: salam.katbi@education.gov.uk @KatbiSalam838</p>

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Appendix D

Dealing with a Disclosure of Abuse

When a child/young person/adult tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the person. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help, but let them know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the person to talk, but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what they are trying to tell you.
- Praise them for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the person may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell them again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the persons own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Record – Refer

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Appendix E

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child, young person or adult whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. For those with Special Educational Needs and Disabilities (SEND), additional barriers can exist when identifying abuse and neglect, these include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the person's disability without further exploration;
- Being more prone to peer group isolation than others;
- The potential for those with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, providers should consider extra pastoral support for learners with SEND (KCSIE 2020).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) and in The Care Act (2014) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's/Adult Services – our responsibility is to understand what each category of abuse is and how this can impact on welfare and development, and where we have concerns that a child, young person or adult may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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<p>Emotional abuse</p>	<p>The persistent emotional maltreatment of a child, such as to cause severe and 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 cyberbullying), 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, although it may occur alone.</p>
<p>Neglect</p>	<p>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.</p>
<p>Physical abuse</p>	<p>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</p>

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	caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
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.

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Adults at Risk (source NHS Choices)

Physical Abuse

This can include being assaulted, hit, slapped, pushed, restrained, being denied food or water, not being helped to go to the bathroom and misuse of medication.

Sexual Abuse

This includes indecent exposure, sexual harassment, inappropriate looking or touching, as well as rape. Sexual teasing or innuendo, sexual photography, subjection to pornography, witnessing sexual acts, and sexual acts that the person does not agree to or were pressured into consenting to.

Psychological Abuse

This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion or harassment. It also includes verbal abuse, cyber bullying and isolation, or an unreasonable and unjustified withdrawal from services or supportive networks.

Financial Abuse

This includes theft of money or valuables, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

Neglect and Acts of Omission

This includes not being provided with enough food or the right kind of food, or not being taken proper care of. Leaving the person without help to wash or change dirty or wet clothes, not getting them to a doctor when one is needed or not making sure that they have the right medicines.

Discriminatory Abuse

This includes some forms of harassment, slurs or similar unfair treatment relating to race, gender, gender identity, age, disability, sexual orientation or religion.

Self-Neglect

This is not a direct form of abuse, but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

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Appendix F

Code of Behaviour for Safeguarding Children and Adults at Risk

****insert**** recognises that it is not practical to provide definitive instructions that would apply to all situations at all times whereby staff come into contact with children, young people and adults at risk and to guarantee the protection of learners and staff.

However, below are the standards of behaviour required of staff (employed, self-employed or contracted) in order to fulfil their roles at ****insert****. This code should assist in the protection of children, adults at risk and members of staff.

These guidelines also apply to volunteers who work in an unpaid capacity on behalf of ****insert****.

Staff must:

- Implement the Safeguarding of Children and Adults at Risk Policy and Procedures at all times.

Staff must never:

- Engage in inappropriate rough, physical games including horseplay with learners.
- Allow or engage in inappropriate touching of any kind. The main principles of touch are:
 1. Touch should always be in response to the learners need.
 2. Touch should always be with a person's permission.
- Do things of a personal nature for a learner that they can do for themselves or that their parent can do for them.
- Physically restrain a learner unless the restraint is to prevent physical injury of the learners/visitors or staff/yourself. In all circumstances, physical restraint must be appropriate and reasonable, otherwise the action can be defined as

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assault. Any situation where physical restraint is used should be reported to the DSL/Deputy DSL.

- Make sexually suggestive comments to, or within earshot of, a learner.
- Have learners who are under the age of 18 or are adults at risk on their own in a vehicle. Where circumstances require the transportation of such learners in their vehicle, another member of staff/volunteer must travel in the vehicle. Also, it is essential that there is adequate insurance for the vehicle to cover transporting learners as part of the business of your work. In extreme emergencies (for medical purposes) where it is required to transport a learner on their own, it is essential that another leader and the parent/carer is notified immediately.
- Spend time alone with a learner on their own, outside the purposes of their work.
- Seek to make contact with learners outside of the purposes of their work (eg: via social media, telephone, email etc).
- Engage in a personal relationship with a learner beyond that appropriate for a normal teacher/learner relationship.

Staff who breach any of the above may be subject to the Disciplinary Procedure.

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Appendix G

Safeguarding Incident or Concern Notification Report Form (****insert****)

This form should be used to record safeguarding incidents or concerns relating to Children and/or vulnerable adults.

In an emergency, please do not delay in informing the police or social services.

The form should be completed at the time or immediately following disclosure or awareness of a concern, but after all necessary emergency actions have been taken.

Please complete the form as fully as possible.

All the information must be treated as confidential and reported to the Designated Safeguarding Lead within one working day.

YOUR DETAILS (the person completing this form)	
NAME	
POSITION	
TELEPHONE No.	
EMAIL	

DETAILS OF PERSON AFFECTED or CONCERNED ABOUT	
NAME	
ADDRESS	
TELEPHONE	
EMAIL	
Date of Incident	

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DETAILS OF THE INCIDENT OR CONCERN (please describe in detail only using the facts) – who, what, where when?

--

OTHERS PRESENT OR POTENTIAL WITNESSES

NAME	
ADDRESS	
TELEPHONE	
EMAIL	

OTHERS PRESENT OR POTENTIAL WITNESSES

NAME	
ADDRESS	
TELEPHONE	
EMAIL	

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ADDITIONAL RELEVANT INFORMATION (please detail anything else that you believe to be helpful or important) – witnesses, immediate action taken.

--

I have completed this form and provided information that is factual and does not contain my own views or opinions on the matter.

PRINT NAME	
SIGNATURE	
DATE form completed	

Please now pass this form to the Designated Safeguard.

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Appendix H

Safeguarding DSL Report Form (****insert****)

This form must be completed by the DSL or Deputy DSL following receipt of a 'Safeguarding Incident or Concern Notification Report Form'.

The form should be completed at the time or immediately following disclosure, but after all necessary emergency actions have been taken.

Please complete the form as fully as possible.

Information provided must be factual and not contain own views or opinions on the matter.

DSL or Deputy DSL starting this file:	
Name:	
Position:	
Telephone:	
Email:	

LEARNER: (person affected)		Date of Birth:	
Home Address:		Current Address (if different):	
Telephone No.:			
Does the learner have any medical or health conditions?		Does the learner have any learning needs?	

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Family Member i.e. Parents / Carers / Siblings / Next of Kin:

Name:	Relationship:	Tel No:

Date File Started:

Learner Reference:

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Contact Details of Other Professionals:

Name:

Agency:

Tel No:

Name:	Agency:	Tel No:

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LEARNER:		Learner Reference:	
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Chronology Log

Date	Incident / Event Log	Signature

DRAFT

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LEARNER:		Learner Reference:	
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DSL Detailed Record of Actions / Decisions

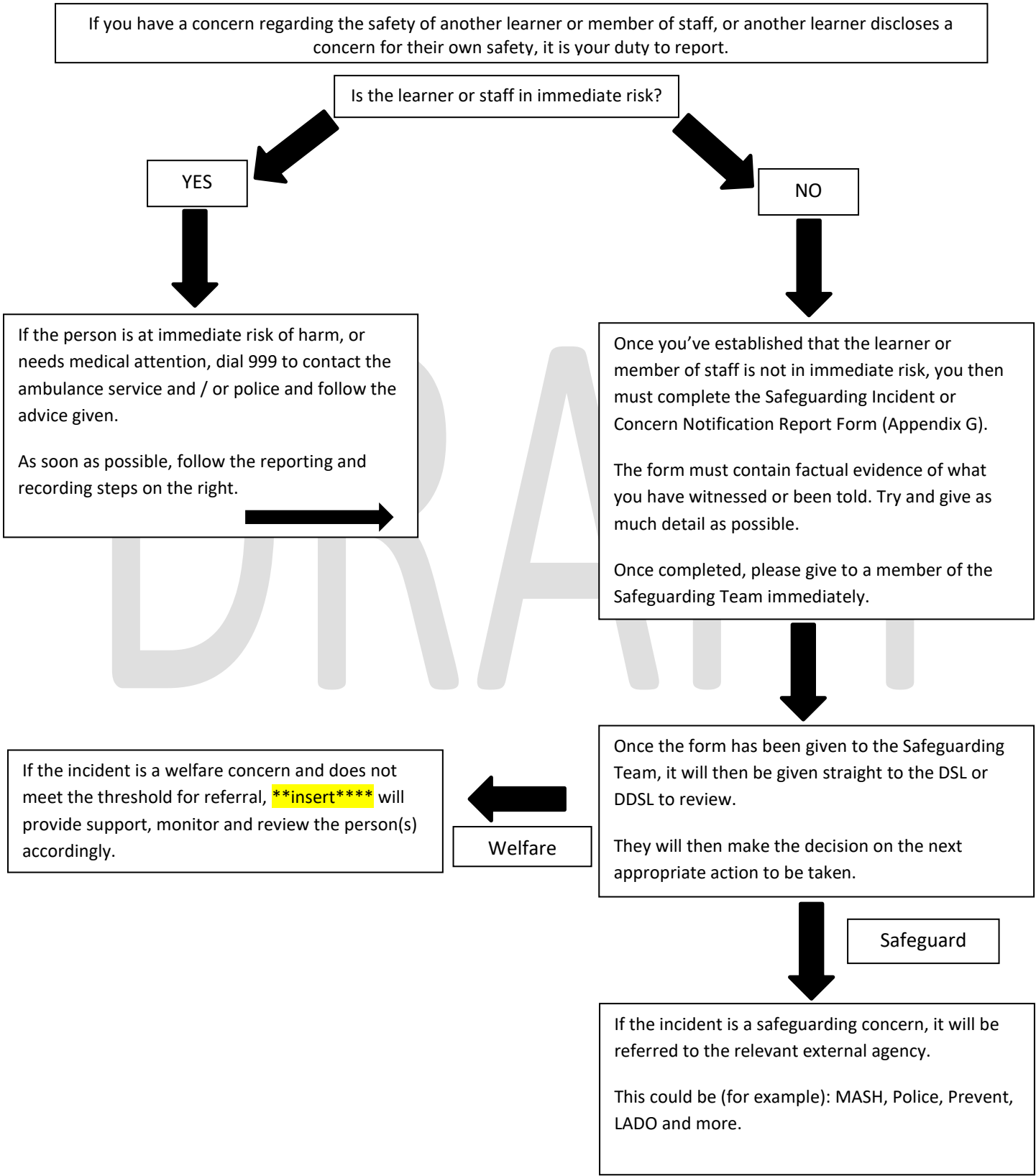
Date	Details / Concerns / Updates including Actions and Decisions	Signature
	DRAFT	

Date log closed:		Outcome: (welfare or safeguard)	
Signed:			
Name:			

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Appendix I

Flow Chart for Reporting a Safeguarding Concern



Appendix J
Prevent Referral Form

See next page(s)

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Appendix K
Prevent Referral Chart

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Appendix L CPD Matrix for Staff Learning

Keeping Children Safe in Education (DfE 2020) + update January 2021 (post EU Exit).	Included in the CPD Programme?
Know that safeguarding and promoting the welfare of children is everyone's responsibility.	
Know that safeguarding children is everyone's responsibility.	
Know that that professionals should always consider what is in the best interests of the child.	
Know that everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.	
Know the definition of safeguarding and promoting the welfare of children (paragraph 4).	
Know that children refers to everyone under the age of 18.	
Know that all school and college staff have a responsibility to provide a safe environment in which children can learn.	
Know that all schools and colleges should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties.	
Know that all school and college staff should be prepared to identify children who may benefit from early help.	
Know that in the first instance, staff should discuss early help requirements with the designated safeguarding lead.	
Know that all staff may be required to support social workers and other agencies following any referral.	
Know that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession.	
Be aware of the contents of the school's child protection policy.	
Be aware of the contents of the school's staff behaviour policy (code of conduct).	
Be aware of the role of the designated safeguarding lead.	
All staff members should be aware that they must take part in safeguarding and child protection training, which is regularly updated, at least annually.	
All staff should be aware of the early help process, and understand their role in it.	
All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989.	

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All staff should know what to do if a child tells them he/she is being abused or neglected.	
All staff should know how to manage the requirement to maintain an appropriate level of confidentiality .	
All staff must know that they should never promise a child that they will not tell anyone about an allegation.	
All staff should understand the definition of abuse.	
All staff should understand the signs and symptoms of physical abuse.	
All staff should understand the signs and symptoms of emotional abuse.	
All staff should understand the signs and symptoms of sexual abuse.	
All staff should understand the signs and symptoms of neglect.	
All staff should understand the impact and indicators of child sexual exploitation (CSE).	
All staff should be aware of the impact of drug taking.	
All staff should be aware of the impact of alcohol abuse.	
All staff should be aware of the dangers of truanting.	
All staff should be aware of the dangers of sexting.	
All staff should be aware of the impact of peer on peer abuse.	
All staff should be aware of the impact of bullying (including cyberbullying).	
All staff should be aware of the dangers of children going missing from school, home or care.	
All staff should be aware of the impact of domestic abuse.	
All staff should be aware of fabricated or induced illness.	
All staff should have an awareness of faith abuse.	
All staff should be aware of contextual safeguarding.	
All staff should be aware of impact of the court system.	
All staff should be aware of impact of family members in prison.	
All staff should be aware of the impact of 'County Lines'.	
All staff should be aware of the impact of child criminal exploitation (CCE).	
All staff should be aware of homelessness.	
All staff should be aware of Female Genital Mutilation (FGM).	
All teachers should be aware of their duty to report a disclosure of FGM to the police.	
All staff should have an awareness of forced marriage.	
All staff should be aware of the impact of gangs and youth violence.	
All should have an understanding of so-called 'Honour-based Abuse'.	

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All staff should have an awareness of gender-based violence against women and its difference forms.	
All staff should have an awareness of hate crime.	
All staff should be aware of the impact of poor mental health on safeguarding.	
All staff should have an awareness of private fostering and the duty on schools to report such arrangements.	
All staff should have an awareness of relationship abuse.	
All staff should have an awareness of trafficking and modern day slavery.	
All staff should understand the school's duty to prevent radicalisation.	
All staff should understand the signs to looking for when considering the risk of radicalisation.	
All staff should know that if a child is in immediate danger, or at risk of harm, a referral should be made to children's social care or the police.	
All staff should know that all concerns, discussions and decisions should be made in writing.	
All staff should aware of the impact of poor safeguarding practice.	
All staff should understand the school's whistleblowing policy.	
All staff should be aware of how to raise a concern outside the school or college.	
All staff should know that they are able to make a referral to children's social care themselves.	
All staff should understand the impact of technology on safeguarding.	
All staff working with under-8s, should understand what is meant by 'Disqualification by Association'.	
All staff should understand the definition of 'upskirting'.	
All staff should be aware of meaning of 'Position of Trust' in the Sexual Offences Act 2003.	
All staff should be aware that poor mental health could be an indicator of abuse, neglect or exploitation.	
All staff should be aware that untrained staff should not make a diagnosis, but can make observations.	
All staff should be aware that traumatic experiences can have a life-long impact on mental health, behaviour and education.	
All staff should be aware that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.	

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What to do if your worried a child is being abused (DfE 2015)	
All staff should understand that children with special educational needs or disabilities are more vulnerable to abuse and harm.	
All staff should be aware of the indicators of abuse or neglect traumatic experiences can have a life-long impact on mental health, behaviour and education.	
Guidance for safer working practices (Safer Recruitment Consortium 2019)	
All staff should understand how to work with children so that they protect children from harm.	
All staff should understand how to work with children in an open and transparent way.	
Prevent Duty (DfE 2015)	
All staff should understand what the Prevent duty means for schools.	
All staff should understand what to do to demonstrate compliance with the duty.	
All staff should understand where to find further information, advice and support.	
All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.	
All staff should understand the school's arrangements to promote pupils' welfare and prevent radicalisation and extremism.	
All staff should be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.	
All staff should be able to demonstrate a general understanding of the risks affecting children and young people in the area.	
All staff should be able to demonstrate a specific understanding of how to identify individual children who may be at risk of radicalisation.	
All staff should understand the online risks of radicalisation.	
All staff should understand how to refer concerns to the school's designated safeguarding lead.	
All school staff should understand when it is appropriate to make a referral to the Channel programme.	
Child Sexual Exploitation - definition and guide for Practioners (DfE 2017)	
All staff should be aware of the guidance set out in section A of 'Child Sexual Exploitation' (DfE 2017).	
All staff should understand the definition of child sexual exploitation.	

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All staff should understand which children are especially vulnerable to sexual exploitation.	
All staff should understand how sexual exploitation can have links to other kinds of crime.	
All staff should understand the possible indicators of child sexual exploitation.	
School procedures	
All staff should know how to report concerns about a child.	
All staff should know how to report concerns about an adult.	
All staff should know how to report concerns about the headteacher.	
All staff should know how to report concerns about the proprietor (where relevant).	
A Competency Framework for Governance (DfE 2017)	
Someone on the Board knows the requirements relating to the safeguarding of children.	
Everyone on the Board knows the duties relating to safeguarding, including the Prevent Duty.	
Sexual Violence and Sexual Harassment between children (DfE 2017)	
All staff should understand issues around sexual violence and sexual harassment between children.	
All staff should understand the school's approach to managing incidents of sexual violence and sexual harassment.	
All staff should be aware of the risks and dangers associated with online devices and the internet.	
Staff should follow good practice when teaching children online during home-school learning.	

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Appendix M

Flowchart for the Initial Management of Allegations about Staff or Visitors

Flowchart for the initial management of allegations about staff or volunteers

