



## Safeguarding and Child Protection Policy and Procedure

---

<b>Summary:</b>	
<b>Effective from:</b>	February 2023
<b>Responsible Officers:</b>	Grace Muir - CEO HEROS Charity Stephanie Collett – Education Programme Manager
<b>Review Date:</b>	October 2023
<b>Applies to:</b>	Everyone
<b>Related policies:</b>	

---

Page number	Title
2- 3	Quick Reference Contacts Guide
<b>Part 1 - Procedures</b>	
5 – 7	Our commitment to safeguarding
8	Worried about a child/young person
9	Record-keeping
10 – 11	Information sharing with child’s home school
11	Information-sharing with multi-agency professionals
11	Information-sharing with parents and carers
12	Escalation
12 -14	Worried about the actions of an adult who works/volunteers with children/young people
<b>Specific Safeguarding Themes/issues</b>	
15	Neglect
16 - 19	Child On Child Abuse
20	Domestic Abuse
20	Exploitation and serious violent crime
22	Honour-based abuse, including Female Genital Mutilation (FGM)
22-23	Radicalisation
24	Additional support for children/young people with additional needs
25-26	Behaviour and Attendance
<b>Part 2 - Policy</b>	
27	Roles And Responsibilities
27- 29	Safer Recruitment Procedures
29	Training for adults working at HEROS
30-31	Whistle-blowing
<b>Appendices</b>	
31- 33	Appendix 1 - Definitions of abuse
34 – 26	Appendix 2 – Safeguarding Concern/Disclosure/Incident Form
37	Appendix 3 – Prompt sheet to provide guidance with recording concerns

38	<a href="#">Appendix 4 – Body map</a>
39 - 43	<a href="#">Appendix 5 – Role of the designated safeguarding lead</a>

This policy and set of procedures should be read alongside the following documents which also contain safeguarding information:-

- Staff code of conduct

Also see, Guidance for safer working practice for those working with children and young people in education settings February 2022 <https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>

- Health and Safety Policy

These documents can be found on our website.

#### Quick Reference Contacts Guide

HEROS Staff	Name	Contact details
Designated Safeguarding Lead	Grace Muir	07770877543
Deputy DSL	Jenny Dimbylow	01488 638820
Deputy DSL	Stephanie Collett	07447919780/01488 638820
CEO	Grace Muir	07770877543
Chair of Trustees	Anne Richardson	07778026600
Joint Chair	Jackie Hubbard	07813215238

#### Children's Social Care Contact Numbers

*\*Linked to threshold guidance*

<a href="#">West Berkshire*</a>	<p><b>01635 503090</b></p> <p><a href="https://www.westberksscb.org.uk/homepage/young-people-families-carers/concerned-about-a-child/">https://www.westberksscb.org.uk/homepage/young-people-families-carers/concerned-about-a-child/</a></p> <p>Emergency duty team: 01344 786543</p>
<a href="#">Oxfordshire*</a>	<p><b>0345 0507666</b></p> <p><a href="https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/childrens-social-care-request">https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/childrens-social-care-request</a></p>

	<p>Emergency duty team: 0800 833408</p> <p>After 5pm (Mon to Thurs)</p> <p>After 4pm (Fri)</p>
<b>Swindon*</b>	<p><b>01793 466903</b></p> <p><a href="https://www.swindon.gov.uk/info/20043/child_protection/929/report_suspected_child_abuse_or_exploitation">https://www.swindon.gov.uk/info/20043/child_protection/929/report_suspected_child_abuse_or_exploitation</a></p> <p>Emergency duty team: 01793 436699</p> <p>After 4.40pm (Mon to Thurs)</p> <p>After 4pm (Fridays)</p>
<b>Wiltshire*</b>	<p><b>0300 456 0108</b></p> <p><a href="http://www.wiltshire.gov.uk/children-young-people-contact">http://www.wiltshire.gov.uk/children-young-people-contact</a></p> <p>Emergency duty team: 0300 456 0100</p>
<b>Adult's Social Care (for students aged 18 and above)</b>	
<b>West Berkshire</b>	<p><b>01635 503050</b></p> <p><a href="https://info.westberks.gov.uk/safeguardingadults">https://info.westberks.gov.uk/safeguardingadults</a></p> <p>Emergency duty team: 01344 786543</p>
<b>Oxfordshire</b>	<a href="https://www.oxfordshire.gov.uk/residents/social-and-health-care/keeping-safe">https://www.oxfordshire.gov.uk/residents/social-and-health-care/keeping-safe</a>
<b>Swindon</b>	<p><b>01793 463555</b></p> <p><a href="mailto:adultsafeguarding@swindon.gov.uk">adultsafeguarding@swindon.gov.uk</a></p> <p>Emergency duty team: 01793 436699</p>
<b>Wiltshire</b>	<p><b>0300 456 0111</b></p> <p><a href="http://www.wiltshiresab.org.uk/">http://www.wiltshiresab.org.uk/</a></p> <p>Emergency duty team: 0300 456 0100</p>

<b>Oxfordshire LADO (for reporting concerns/allegations about adults working/volunteering with children)</b>	<p>Jo Lloyd - Service Manager Local Authority Designated Officer Tel: 01865 815956 Mobile: 07584 581180 <a href="mailto:jo.lloyd@oxfordshire.gov.uk">jo.lloyd@oxfordshire.gov.uk</a></p>
<b>Police</b>	101 /999
<b>NSPCC Whistle-blowing Helpline</b>	0800 028 0285

### **Our Commitment to Safeguarding**

HEROS Education takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

**Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.**

Our Designated Safeguarding Lead is Grace Muir, who works in line with the requirements of the role, as set out in Annex 5.

Safeguarding means:

- Protecting children from abuse and maltreatment
- Preventing harm to children's mental and physical health or development
- Ensuring children grow up with the provision of safe and effective care.
- Taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

### **Safeguarding is everyone's responsibility.**

We endeavour to safeguard children and young people by: -

- Ensuring adults who work and volunteer at HEROS are provided, at regular intervals, with quality safeguarding training to ensure that they are equipped to identify the signs and indicators of abuse and neglect.
- Providing clear procedures for adults and children and young people to follow if they are worried about a child or young person.
- Sharing information about concerns with parents and carers and where necessary, with agencies who need to know e.g., social care.
- Following safer recruitment guidelines
- Providing clear guidance and expectations about adult behaviour, through a code of conduct and ensuring on-going vigilance

**Part 1 - Procedures****Worried About a Child or Young Person**

**You may be worried about a child/young person because you have seen or heard something. You may have noticed a change in their behaviour.**

Where a child/young person comes to speak to you directly and tells you information which may suggest they are at risk of abuse, this is known as a disclosure. If a child/young person discloses to you, you should:

- **Listen** to what the child/young person is saying, without displaying any signs of shock or disbelief.
- **Allow** the child/young person to talk freely without interrupting.
- **Reassure** the child/young person but do not make promises about keeping the information a secret.
- **Reassure** the child/young person that this is not their fault.
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions.
- **Explain** to the child/young person that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

**You may not have received a direct disclosure, but you have over-heard a conversation which worries you. You may have seen a mark on a child/young person which worries you or noticed a change in behaviour.**

**You have a responsibility to follow the steps below on our flow chart.**

## **Safeguarding is everyone's responsibility.**

Copies of this flowchart are displayed around the site at HEROS Education.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

## Worried About Someone's Safety or Welfare?



Report

HEROS Designated Safeguarding Leads

Grace Muir – DSL

01488 638820 or 07770 877 543

[grace@northfarmstud.com](mailto:grace@northfarmstud.com)

[Jenni Dimbylow](mailto:jenni@heroscharity.org)

[jenni@heroscharity.org](mailto:jenni@heroscharity.org)

[Steph Collett](mailto:steph@heroscharity.org)

Contact: 07447 919 780

[stephanie@heroscharity.org](mailto:stephanie@heroscharity.org)

**Record**



Record your concerns on a safeguarding incident form.

- If you have seen marks on a child which worry you remember to fill in a body map
- Take the completed concern form (and body map) to a member of the safeguarding team as soon as possible Do not keep copies.

- **Respond**

- The safeguarding team will consider what needs to happen next to safeguard the child, using the local authority threshold guidance to support.
  - This will include taking immediate steps to secure the safety of the child if possible.
- **Is the child in immediate danger, at risk of significant harm or there is information to suggest they have been harmed?**

**If, Yes**

- If child is in immediate danger contact the police on 999.
- **Or** Contact the Multi Agency Safeguarding Hub (MASH in the local authority where the child lives)
  - **Or** the child's social worker if they are already 'open' to social care.

**If, No**

Contact will be made with a **member of the safeguarding team** at the child's home school and the information shared.

Parents and carers should be informed of all concerns and referrals to MASH, unless this would increase the risk of harm to the child. Discussion will take place with the child's home school to agree who is best placed to have this conversation



### **Record-keeping**

Any member of staff, visitor or volunteer who has a concern about a child/young person's welfare or receives a disclosure of abuse will make an accurate record, as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location.

Where possible this will take place **after** initially reporting your concerns to a member of the safeguarding team 'face to face' or via telephone.

Concerns are noted on our safeguarding and child protection concern/disclosure/incident form (See appendix 2) and recorded in a password-protected document on the z drive. Copies of these forms can be found in safeguarding box files. These box files are in the education classroom and another in the main office.

Staff may wish to refer to appendix 3 for further guidance with recording.

**If emailing the safeguarding form (or any safeguarding /child protection information) to a member of the safeguarding team, the document should be password protected before sending to**

[Grace@northfarmstud.com](mailto:Grace@northfarmstud.com)

[jenni@heroscharity.org](mailto:jenni@heroscharity.org)

[stephanie@heroscharity.org](mailto:stephanie@heroscharity.org)

**The password should be subsequently text to the recipient.**

### **Body Map**

If injuries or marks have been observed which cause concern, these should be recorded on a body map outline (see appendix 4), giving an indication of size and whether there is a defined shape to the mark or injury.

**Staff will not take photographs.**

Any handwritten notes (not captured on the safeguarding and child protection concern/incident form) will be retained, even if they are subsequently written up.

The completed safeguarding and child protection concern/disclosure/incident form will be passed to a member of the safeguarding team, in person, as soon as possible and in a timely manner. Staff are aware that completed safeguarded forms contain personal and confidential information. If none of the safeguarding team are available on site for the record to be passed to, the completed record will be placed in a sealed envelope and stored securely in the main office until it can be passed in person to the safeguarding team. A telephone conversation with a member of the safeguarding team is essential here to ensure that swift actions can be taken to safeguard the child, where needed.

**Staff are aware that a delay in sharing this information can increase the risk of harm for a child/young person.**

### **Information-sharing with the child's home school**

HEROS has a duty to share safeguarding and child protection concerns and information involving a child with their home school. The Designated Safeguarding Lead takes responsibility for this and will contact the Designated Safeguarding Lead at the child's home school, preferably via telephone in the first instance to discuss the concern/incident which has arisen at HEROS.

**If the home school request a copy of HEROS records at this stage, a secure transfer will be agreed. This will include password protecting the document and sending via secure e mail address eg Egress.**

**Personal information about pupils/families must not be sent via unsecure e mail.**

Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

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

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful.

The harm test is explained on the Disclosure and Barring service website on GOV.UK. Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002, available at [legislation.gov.uk](http://legislation.gov.uk) 10 32.

- at The Information Commissioner's Office (ICO), which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information

- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

Where children leave HEROS, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives. More information on the child protection file is in Annex 5.

#### **Information-sharing with multi-agency professionals**

We recognise that effective information-sharing between staff and multi-agency professionals, including schools and social care, is essential for keeping children/young people safe. Where information needs to be shared with external agencies e.g., social care, this will be password protected and shared via secure e mail e.g., Egress.

We also recognise that in order to provide a safe environment for our learners it is vital that professionals referring children/young people to our provision share information about safeguarding and child protection concerns, in order that we can keep our learners safe. This includes information about any challenging/disruptive behaviours which the child/young person may display and any related information which may support our provision to offer the very best support.

We ask home schools to include this information when completing the referral form and this is also discussed with parents/carers at their first visit.

#### **Information-sharing with parents and carers**

Concerns about the welfare or safety of a child/young person will be discussed with the child or young person's school/college (referred to as home school throughout this document) in the first instance and a decision made about who is the most appropriate person to have a conversation with the parent/carer.

If, having reviewed the information of concern, it is the view of the safeguarding team at HEROS and the home school that this may increase the risk to the child/young person the home school will contact social care to share the information about the concerns held by professionals.

Our priority is the child/young person's welfare and therefore there may be occasions when concerns about a child/young person means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Children's Social Care by HEROS Education, the parent/carer will be contacted by the safeguarding team at HEROS Education and the information within the referral will be shared. There are

some occasions when we will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the child/young person.

### **Storage and retention of safeguarding and child protection records**

Records of concern or disclosures are kept and are stored confidentially. They do not form part of the child/young person's educational records and are stored separately. Incidence are recorded on a password protecting the excel document.

We store safeguarding and child protection records confidentially in line with Oxfordshire's local authority record retention policy (usually until the child/young person's 25<sup>th</sup> birthday).

### **Escalation**

#### **Within our organisation**

- If a member of staff at HEROS does not see any improvement having reported a concern about a child/young person, they have a duty to re-report to a member of the safeguarding team.
- If it is felt that the safeguarding team is not taking their concern seriously then this must be escalated to the CEO or the Chair of Trustees if there are concerns about the CEO (see quick reference contacts guide on page 2 of this document for telephone number)

#### **With an external agency**

- If a member of the safeguarding team feels a decision made by another professional in another agency, including the child/young person's school/college is not in the child/young person's best interests, they must discuss this further. In the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation)
- If not resolved at pre-escalation, the issue is then escalated by the CEO at HEROS to the professional's line-manager, in line with the escalation/case resolution policy for the authority the agency sits within.
- At all stages records should be kept.
- The CEO will ensure that the intention to instigate escalation procedures is made explicit and in writing.

### **Worried About the Actions of an Adult Who Works/Volunteers with Children/Young People**

**You may be worried about the actions of an adult who is working/volunteering with children/young people because you have seen or heard something which makes you feel uncomfortable. You may be concerned that the adult's actions are contravening the school's staff code of conduct.**

All concerns must be reported following the steps below: -

#### **Step 1**

- If you are concerned that a child/young person might be in immediate danger or at risk of significant harm, you must act immediately. Do you need to take immediate action to secure the safety of the child/young person?
- Report your concerns directly to the CEO as soon as possible.
- If the CEO is not contactable, report to the most senior member of staff on site.
- If your concerns are about the CEO report to the Chair of Trustees directly. (See page 2 quick reference guide for contact details)

### Step 2

- Record your concerns using the school's Safeguarding 'Concern/Disclosure/Incident' form, as soon as possible.
- Remember to record the full date and time, your name and role and keep your record as factual as possible.
- If a concern/disclosure form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up onto a form).

### Step 3

- Record what action you are taking, for example record the name of the member of staff you have reported to.
- The original concern form should be passed to the CEO or the Chair of Trustees if the concern/allegation involves the CEO. Copies should not be retained by you. If the person you have reported the concern to does not take your concern seriously, you must escalate your concern to the Chair of Trustees, Joint Chair or the Local Authority Designated Officer (see page 2 quick reference guide for contact details)  
**If emailing concerns to the CEO or Chair of Trustees, the document should be password protected before sending and the egress secure e mail address should be used.**
- Ultimately anyone can report a safeguarding concern about an adult working with children into the local authority, asking to speak to the Local Authority Designated Officer (LADO).

## What happens once a report about an adult working/volunteering with children is reported?

### Step 1

- The CEO/ Chair of Trustees will consider the information in the report and initial consideration will be given as to whether this indicates that the person will pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.

This will be done by assessing whether there is evidence to suggest that: -

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

*Criteria listed above taken from Part 4 of 'Keeping Children Safe in Education' Sept 2023*

### Step 2

- If LADO involvement is not required, the CEO/Chair of Trustees may need to complete their own enquiries to establish whether any further action is required e.g., additional training for adult involved, additional staff supervision required, risk assessment required. Written records must be made of the subsequent decision-making process and reasons for decision-making, together with actions and outcomes.

### Step 3

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the CEO/Chair of Trustees should contact the LADO immediately.

### Step 3

The LADO will decide on further action: -

- no further action after initial consideration and closure, or
- advice and follow up from LADO or
- strategy discussion/meeting

If no further action by the LADO is agreed HEROS Education may be asked to complete their own enquiries and report the findings back to the LADO at the conclusion.

If further action is agreed, the LADO will agree with the police whether a strategy discussion/ meeting needs to take place. If it is agreed that the threshold has not been met for a strategy discussion/meeting, an allegations management meeting may be held. The main purpose of this is to ensure the safety of the children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

Where an allegation is substantiated, this will be referred to in any references provided by HEROS Education for the individual if and when they apply for new positions.

Employers have a duty of care for their employees.

The CEO/Chair of Trustees must put in place support for the adult at the centre of the concern/allegation.

### **Statutory requirements in relation to individuals who are on the barred list.**

At the end of the allegation process if a member of staff or volunteer is removed from their position for causing harm or posing a risk of harm or they leave whilst investigations are on-going, HEROS Education has a duty to inform the Disclosure and Barring Service via a referral.

We understand, as an education provider, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity.

**See Appendix 1 for definitions of the four main categories of abuse.**

## Specific Safeguarding Themes and Issues and Additional Actions Which May Need Considering

### Neglect

What do we mean by neglect?

Working Together defines neglect as: -

'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 caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.'

### What are the indicators of neglect?

The following is a summary of some of the indicators that may suggest a child is at risk of or being neglected: -

#### Physical indicators of neglect

- ☒ Constant hunger and stealing food.
- ☒ Poor personal hygiene - unkempt, dirty, or smelly
- ☒ Underweight
- ☒ Dress unsuitable for weather
- ☒ Poor state of clothing
- ☒ Illness or injury untreated

#### Behavioural indicators of neglect

- ☒ Constant tiredness
- ☒ Frequent absence from school or lateness
- ☒ Missing medical appointments.

- ☒ Isolated among peers.
- ☒ Frequently unsupervised
- ☒ Stealing or scavenging, especially food.
- ☒ Destructive tendencies

### **Child on child Abuse**

See also page 12 in KCSIE (2023) and Annex B in KCSIE (2023)

We recognise that children can abuse other children. This can happen both inside and outside of a setting and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but unreported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm, and we will make every effort to ensure that the perpetrator is supported appropriately.

Procedures in place to minimise the risk.

- The HEROS ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed, and valued. (Refer here to any 'signposts' you may have which remind pupils how to respond if they are worried about child-on-child abuse, e.g., displays in the school, posters advertising helplines e.g., Childline.)
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. Include reference here to the work you do to promote 'trusted adults.'
- We deliver a life skills programme. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- HEROS has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child-on-child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child-on-child abuse are reported to the safeguarding team.
- HEROS has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that child-on-child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Set out below are the different types of child-on-child abuse and the systems in place to respond to these.



What is child on child abuse?

Child on child abuse can take the form of: -

### **1. Bullying (including Cyberbullying)**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing – 'banter' is not acceptable.
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks, and instant messenger)
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, or national status.
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls.
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation).
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

What action is taken in response to concerns about bullying?

Child/young people who attend our provision have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We may have to re-consider the child/young person's placement at HEROS Education if this behaviour persists.

## 2. Child Sexual Exploitation

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that: -

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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.”

It is important to remember that there are different models of CSE (see section below on Exploitation), including peer on peer sexual exploitation. Many children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies. Often the nature of child on child exploitation encompasses a sense of peer pressure and wanting to fit in.

## 3. Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) is a term used to describe sexual actions that are outside what is safe for a young person’s stage of development. It includes actions that can harm either the child or young person themselves, or another person.

It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity they are not ready for with peers
- sending and receiving illegal images
- sexual interactions where there are significant power differences, lack of consent, or through force or threats
- engaging in abusive or sexually violent sexual behaviour online or offline.

Taken from [Preventing harmful sexual behaviour in children - Stop It Now](#) (February 2023)

## 4. Sexting/ Sending of explicit images.

The term ‘sharing nudes and semi-nudes’ means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

Nude or semi-nude images, videos or live streams may include more than one child or young person.

Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex. There are also a range of risks which need careful management from those working in education settings.

*Definition is taken from [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/431212/16-0000-Share_nudes_and_semi_nudes_advice_for_education_settings_working_with_children_and_young_people.pdf) (2020)*

### **Responding To a Sexting Incident**

Step 1 - If a device is involved, endeavour to secure the device and switch it off. Report immediately to the DSL or deputy DSL.

Step 2 - The DSL / deputy will consider the following:

- Significant age difference between the sender/receiver involved.
- If staff recognise the child/young person as more vulnerable than is usual (i.e., at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time the child/young person has been involved in a sexting act
- If other knowledge of either the sender/recipient may add cause for concern (i.e., difficult home circumstances)

Step 3 - If these characteristics present cause for concern, then the DSL or deputy will report the concern to the child/young person's school/college. The police may also be contacted at this point.

Step 4 - A record of the incident will be made using our safeguarding concern form, including actions taken / not taken and the justification for these decisions (linked to the points above).

#### Guidance

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

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

## 5. Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two children/young people of **any age and sex**. It can also occur through a group of children/young people sexually assaulting or sexually harassing a single child/young person or group of children/young people. Definitions of sexual violence and sexual harassment can be found in the document listed below.

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](#)

### Risk Assessments

Risk assessments may be written for child/young persons, who have been identified as being at increased risk of peer-on-peer abuse (considered for both the child/young person perpetrating the abuse and the child/young person who is the victim.)

These will be shared with the parent/carer and the child/young persons concerned.

### **Domestic Abuse**

The government's definition of domestic abuse is: -

'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sexuality or gender. The abuse can encompass, but is not limited to: -

- Psychological
- Physical
- Sexual
- Financial; and
- Emotional

## Exploitation and Serious Violent Crime

We recognise that children can be exploited sexually or criminally. They may be at risk of or involved in serious violent crime.

What is Child Criminal Exploitation?

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE: -

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

CCE can include children being forced to shoplift or pickpocket, forced to threaten other young people, forced to work in cannabis factories, being coerced into moving drugs or money around the local area or across counties (County Lines)

What is Child Sexual Exploitation?

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that: -

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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.”

Indicators that a child/young person may be at risk of or involved with serious violent crime include: -

- Unexplained gifts/new possessions - these can indicate children/young people have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased absence from school and alternative provision
- Change in friendship/relationships with others/groups.
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

### **Honour-based abuse, including Female Genital Mutilation**

What is honour-based abuse?

Honour-based abuse 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.

What action is taken in response to concerns about honour-based abuse?

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can involve multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what action to take.

Our safeguarding procedures will be followed here and staff should speak to a member of the safeguarding team immediately if they suspect a child or young person is at risk of honour-based abuse. Safeguarding teams will contact children's social care/ adults' social care for anyone 18 or above and local protocols will be followed.

<https://www.gov.uk/guidance/forced-marriage>

### **Female Genital Mutilation**

What is Female Genital Mutilation?

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.

The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

Key points

- FGM is illegal in the UK. It is also illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed.
- FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.
- FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.

- FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. This practice is not required by any religion.

#### Risk Factors

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM.

In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. It is important not to make assumptions that all girls from these communities are at risk.

A parent may request permission for their child to travel overseas for an extended period. This is sometimes requested leading into or out of a school holiday (often the summer break).

#### Response to Concerns about a Child/Young Person Who May Be At Risk of Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

What are the indicators that may suggest a child/young person is at risk?

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside education
- evidence of possessing illegal or extremist literature
- advocating messages like illegal organisations or other extremist groups
- out of character changes in dress, behaviour, and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles.
- intolerance of difference, including faith, culture, gender, race or sexuality
- work or writing that displays extremist themes.
- attempts to impose extremist views or practices on others.
- advocating violence towards others

The internet provides children and young people with access to a wide range of content, some of which is harmful. As an education provision we recognise that extremists use the internet, including social media, to share their messages.

**As highlighted on our safeguarding flow chart, all concerns involving a child/young person's safety/welfare will be reported to a member of the safeguarding team, as soon as possible and in a timely manner.**

**In most cases, the safeguarding team will speak to a member of the safeguarding team at the child's/young person's home school or college, unless there are concerns about the child's/young person's immediate safety, in which case our safeguarding team will contact social care in the local authority where the child/young person resides.**

### **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

### **Additional Support for Child/Young People**

Child/young people with special educational needs and disabilities

As an education provider, we recognise that children/young people who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child/young person's disability without further exploration
- children/young people with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Supporting child/young people with mental health issues

Some children/people can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. Our staff and volunteers need to be particularly vigilant about children/young people who



have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on their mental health.

Signs of possible mental health issues include:-

- noticeable weight loss or gain
- physical injuries
- change in personality eg mood swings
- frequently missing lessons
- social isolation
- lethargy and disinterest
- tearfulness or appearing anxious
- lack of focus in class
- change in educational performance

### **Behaviour and Attendance**

As an education provider we recognise that there can be links between safeguarding and child protection concerns and:-

- incidents of disruptive and challenging behaviour
- poor attendance

Both of these aspects can be indicators that a child/young person may be experiencing one or more forms of abuse.

#### **Behaviour**

We aim to provide a positive, respectful and successful learning environment for all of our students to ensure that they value themselves and develop positive self-esteem. We acknowledge poor choices of behaviour will occur which will always be addressed in a quiet, calm supportive way. Listening to students and treating all fairly hopefully ensures we understand the underlying reasons for the poor behaviour. Volatile incidents are de-escalated by moving students away with support and calming, restorative work undertaken by our trained staff as required.

Parents are regularly contacted to ensure we are working together in partnership for their children and incidents discussed. Teachers from the child's home school will also be part of regular formal and informal reviews.

Our 'clean slate' policy means that students have each day as a new start and support is given to those with difficulties at a particular time to work towards behaviour goals.

Students who repeatedly disrupt the enjoyment and learning of others or who cause themselves or others to become unsafe may be removed from the provision. Students may be removed for a short period of time or longer if required. Such recommendations would be decided by HEROS Education after discussion with all parties concerned.

### **Positive -handling of a child/young person**

Where physical intervention is required to keep a child/young person safe we will respond in line with the DfE guidance 'Use of reasonable force' July 2013.

We may intervene to:

- prevent a child/young person leaving the classroom/the site where allowing the child/young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child/young person from attacking a member of staff or another child/young person, or to stop a fight; and
- Restrain a child/young person at risk of harming themselves through physical outbursts.

All incidents of positive handling are recorded in a bound book and reported to parents/carers. The bound book is kept in the office with the Education Officer and Deputy DSL (Jenny Dimbylow). Where physical restraint is used with a child, a copy of the record will be sent securely to the home school.

The child's/young person's home school will be asked, as part of the referral to the provision, whether there is a positive handling plan in place for the child/young person. A copy of this will be requested if in existence.

### **Attendance**

We recognise the importance of children/young people attending education regularly, including attendance at this provision.

Any unexplained absence is followed up on the first day of absence by the education coordinator.

Where possible, we hold more than one emergency contact telephone number for each child/young person/family.

Attendance is recorded on a daily basis. For each day that the child/young person attends, our provision contact is made, by the education coordinator, with the home school to confirm they have arrived safely.

We recognise that children with poor attendance or missing from education may be more vulnerable and potentially are exposed to higher degrees of risk. Attendance information is therefore considered within the wider remit of safeguarding and child protection. Staff are aware that episodes of unexplained absence could indicate safeguarding concerns and the need for support.



## Part 2 – Policy

How is the information in this set of policy and procedures disseminated?

Our staff induction programme includes a safeguarding section and new staff are asked to read this safeguarding and child protection policy and set of procedures.

Visitors, volunteers and external staff who visit our provision are asked to read a shortened version of the policy and procedures.

Home schools working with HEROS Education are able to access this safeguarding policy via our website.

How do we ensure parents and carers understand our role in safeguarding children/young people?

We are committed to helping parents/carers understand our responsibility for the welfare of all children/young people and our duty of care.

This policy and set of procedures are available to parents and carers via our website.

## Roles and Responsibilities

It is the role of our Board of Trustees to ensure that all statutory duties with regard to safeguarding and child protection are fulfilled.

HEROS Education completes an annual audit of safeguarding, in partnership with the Chair of Trustees. Where weaknesses or areas for development are identified, the Board of Trustees monitors the implementation and impact of identified actions to address these issues.

All trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at HEROS are effective and support the delivery of a robust approach to safeguarding. Their training will be regularly updated.

## Safer Recruitment Procedures

Our recruitment and selection process

All adverts for roles at our provision include the following statement:-

‘HEROS Education is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Our recruitment process follows safer recruitment guidelines. The post is subject to a Disclosure and Barring Service check and satisfactory references.

The postholder is expected to work in line with our safeguarding and child protection policy and procedures.’

A person specification and job description will be provided for applicants as part of the vacancy pack.

Applicants are required to complete an application form, including:-

- personal details, current and former names, current address and NI number;
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted;
- details of their present (or last) employment and reason for leaving;
- full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment;
- qualifications, the awarding body and date of award;
- details of referees/references. These should include the applicant's current/most recent employer if applicable. A follow up conversation will take place with the referee if any of the information provided is vague.
- a statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification.

#### Interview process

Interviews are completed as 'face to face' meetings and involve a member of the safeguarding team. Interview questions are agreed prior to the interview to establish:-

- what attracted the applicant to the post and their motivation for working with children/young people
- the applicant's skills and experience of working with children/young people, which are relevant to the role
- the reason for any gaps in employment or where a candidate has changed jobs or location frequently

In addition, as part of the shortlisting process an online search may be done as part of due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which HEROS might want to explore with the applicant at interview.

#### Checks completed on successful applicant

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99.
- Identity checks are completed (with photo identification eg passport or photo driving license), together with proof of right to work in the UK
- Qualifications are checked
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required.

#### Visitors and externally employed staff

Where staff from external organisations are working with our child/young persons, we ensure that we receive a letter of assurance which confirms that the relevant checks are in place, including a barred list check if the

individual is working in regulated activity. Visitors are asked to provide proof of identity and if required, DBS information.

#### Induction of new staff

Following appointment, we offer new staff a programme of safeguarding and child protection induction. This includes:-

- Safeguarding and child protection training
- The safeguarding and child protection policy and set of procedures
- The staff code of conduct
- Acceptable use policy
- Opportunity to meet the safeguarding team

#### **Training For Adults Working in our Provision**

We are committed to ensuring staff know and understand:-

- the signs and symptoms of abuse;
- how to identify children/young people who may be at risk;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children/young people (allegations)

#### Formal training

Safeguarding and child protection training is provided on a regular basis to all staff to enable them to carry out these requirements. This is basic awareness of safeguarding and child protection and includes the possible signs and indicators of abuse and how to respond effectively.

#### Additional training for Designated Safeguarding Leads and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement.

Our deputy DSLs have completed advanced training to the same level as the DSL, in line with the requirements of our Local Authority.

#### **Reading Requirements**

All staff are required to read:-

- our safeguarding and child protection policy

- our staff code of conduct

Staff are asked to sign to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading these documents.

### **Whistle-blowing**

We expect the highest standards of conduct from all employees and trustees and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any legal obligation
- A concealment of any of the above

Is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the organisation's responsibility to ensure that an investigation takes place.

In the first instance, unless the employee reasonably believes the CEO to be involved in the wrongdoing, any concerns should be raised with the CEO. If he/she believes the CEO to be involved, then the employee should proceed straight to the Chair of Trustees.

Where a member of staff feels unable to raise a concern with either of the individuals identified above the [NSPCC whistle-blowing](#)

helpline is available to them.

Date final policy completed: -

Date ratified by the CEO and Trustees of Hero's Education:-

Date disseminated to staff at HEROS Education:-

Date for last review:

Next review due:

This policy and set of procedures are based on guidance set out in the following documents: -

- Keeping Children Safe in Education (DfE Sept 2023)

- Working Together to Safeguard Children (DfE July 2018)
- Multi-agency statutory guidance on Female Genital Mutilation (July 2020)
- Relationships Education, Relationships and Sex Education and Health Education
- Safer Working Practice Guidance for Adults Working with Children and Young People (Safer Recruitment Consortium Feb 2022)
- Local safeguarding arrangements for Oxfordshire, West Berkshire, Swindon, and Wiltshire
- Southwest Safeguarding and Child Protection procedures
- The Education and Training (welfare of Children) Act 2021
- What to do if you are worried a child is being abused (DfE March 2015) - (non-statutory guidance) ·
- The Prevent Duty - Departmental advice for schools and childcare providers (DfE June 15)
- Information-sharing: advice for practitioners providing safeguarding services (DfE July 218)
- Children Missing Education (Sept 16)
- Teaching Online Safety In School (June 2019)



## Appendix 1 – Definitions of Abuse (taken from Working Together July 2018)

### Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Emotional Abuse

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

### Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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.



<b>Why am I worried?</b>
<b>Action taken by person(s) above:</b>
<b>This page to be completed by a member of the safeguarding team (where possible in collaboration with another member of the safeguarding team to avoid making decisions in isolation)</b> <b>Name of staff completing page 2 of this form: -</b> <b>Role: -</b>
<b>Is the child in immediate danger or at risk of significant harm?</b>  <b>Yes – consultation with the Multi Agency Safeguarding Hub (MASH) in the local authority where the child lives.</b>  <b><u>Record of conversation with MASH and agreed actions.</u></b>

<p>Has a written referral been requested? Yes/No</p>
<p><b>No – discussion with member of the safeguarding team at the child’s ‘Home School’</b></p> <p><u>Record of conversation and agreed actions (include name of DSL/Deputy DSL spoken with)</u></p> <p><u>Include below copies of any information which is to be sent securely to the home school</u></p>
<p>Parents and carers should be informed of all concerns unless to do so would increase the risk of harm to the child. As part of the discussion (outlined above) with the home school, it should be agreed who is best placed to discuss the concerns with parents/carers.</p> <p>Parents/carers informed via HEROS – Yes/No</p> <p>Parents/carers informed via home school – Yes/No</p> <p>If it is agreed that the parents/carers will not be informed in the first instance, contact should be made with the MASH.</p>
<p>Additional notes / outcome</p>

## Appendix 3

### Prompt sheet

#### Safeguarding and Child Protection

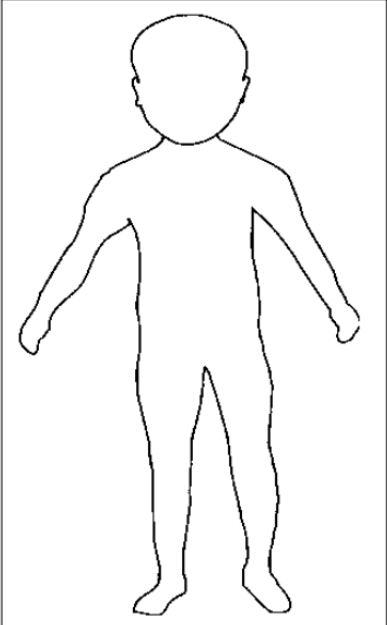
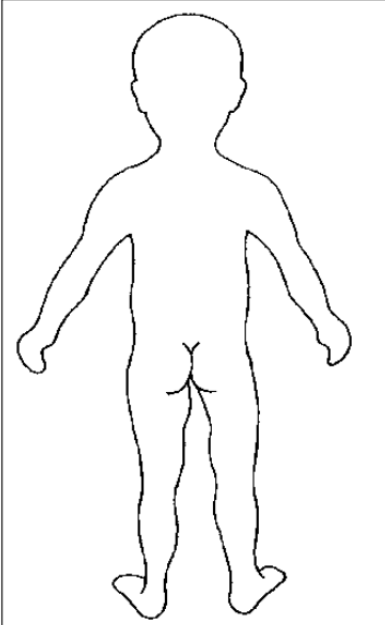
#### Prompt sheet

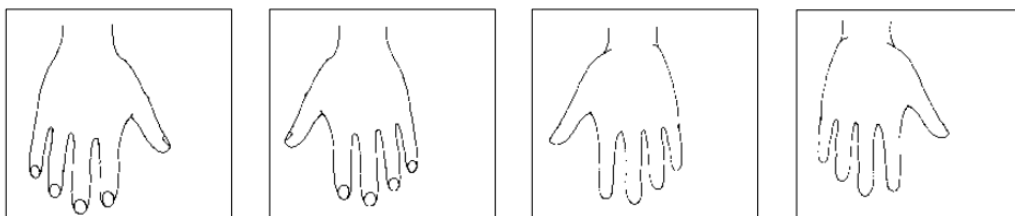
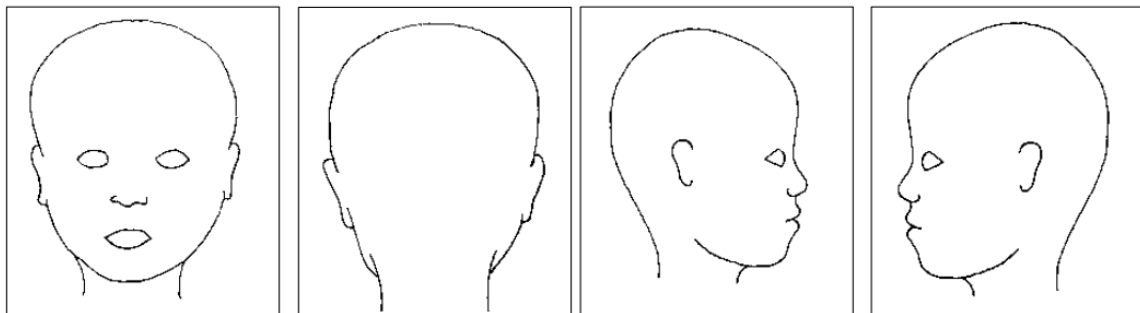
This form is intended to be used, alongside the concern/incident form, to support staff with the recording of safeguarding and child protection concerns/incidents.

Have you remembered to include:-

1. **what is it that you have seen/heard/noticed which concerns you?** Remember if you have noticed a mark on the child/young person, it is really important to complete an attached body map, giving an indication of the shape, size and location of the mark.
2. **clear and factual information about what you have seen/heard/noticed?** If you have included your opinion in your report, have you made it clear that this is your opinion?
3. **full names of those involved and where possible, reference to staff roles?**
4. **why what you have seen/heard/noticed concerns you?** What are worried will happen if this concern/incident is not responded to?
5. **any actions you have already taken?**
6. **whether you have spoken to parents/carers about the concern/incident?** Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the child/young person. If the parent is the alleged perpetrator you must always seek advice from the safeguarding team before speaking to the parent/carer.

**Appendix 4 – Body Map**

Body Map For Date completed		Provide information here about relative size and if the mark is a particular shape/ has a defined edge for example.
		



Right hand top

Left hand top

Right hand bottom

left hand bottom

## **Annex 5 - Role of the designated safeguarding lead**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

**Deputy designated safeguarding leads** It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

**Availability** During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

**Manage referrals** The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

**Working with others** the designated safeguarding lead is expected to:

- act as a source of support, advice, and expertise for all staff
- act as a point of contact with the safeguarding partners



- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically

- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health

- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- work with the head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:

ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes. Information sharing and managing the child protection file.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern

- details of how the concern was followed up and resolved

- a note of any action taken, decisions reached and the outcome. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first.

We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare, and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness, The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge, and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
  - understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations, and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with 153 Full details in Chapter one of Working Together to Safeguard Children.

Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children. SEND to stay safe online.

- obtain access to resources and attend any relevant or refresher training courses, and
  - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Providing support to staff Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
    - ensure that staff are supported during the referrals processes, and
    - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support. Understanding the views of children, It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:
      - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
      - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information the critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations, and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping