Safeguarding and Child Protection Policy and Procedures

Summary:	Safeguarding Policy and Procedures.
Effective from:	May 2025
Responsible Officers:	Grace Muir - CEO HEROS Charity Stephanie Collett – Operations Manager
Review Date:	May 2026
Applies to:	All staff, regular volunteers and visitors
Related policies:	Code of Conduct – 'Safer Working Practice Guidance For Adults Working With Children and Young People'

Aim of HEROS 'Promoting Welfare. Fulfilling Potential, Creating Bright Futures'

We aim to provide an exceptional education for every child through an ethos of collaboration and high aspirations and through the principles of quality equine assisted and classroom-based learning using curiosity, exploration, and discovery.

Press CTRL and click the section if you would like to refer to a particular section.

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

- Staff Code of Conduct
- Guidance for Safer Working Practice for those working with young people in education settings February 2022
- Health and Safety Policy

The above documents can be found on our website.

Quick Reference Contacts Guide

HEROS Staff	Name	Contact Details
Designated Safeguarding Lead (DSL)	Grace Muir	07770877543
Operations Manager and Deputy DSL	Stephanie Collett	07775508800
CEO	Grace Muir	07770877543
Chair of Trustees	Anne Richardson	07778026600
Student Development Manager (DDSL)	Sarah Hytner Marriott	07353112408
Diploma Manager (DDSL)	Jo Burnard	Via 01488 638820

Worried About Someone's Safety or Welfare?

Report to HEROS Safeguarding Team on **01488 638820**

Grace Muir – Designated Safeguarding Lead (DSL).

Email: grace@heroscharity.org

Phone: 07770 877 543

Steph Collett – Operations Manager Deputy Safeguarding Lead.

Email: stephanie@heroscharity.org

Phone: 07775 508 800

Sarah Hytner Marriott – Student Development and Liaison Manager

Email: sarah@heroscharity.org

Phone: 07353 112 408

Jo Burnard – Diploma Manager

Email: jo@heroscharity.org

Phone: 01488 638820

Children's Social Care Contact Numbers **Linked to threshold guidance*	
West Berkshire*	01635 503090 Berkshire West Safeguarding Children Partnership – Emergency Duty Team: 01344 786543
Oxfordshire*	0345 0507666 https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/childrens-social-care-request Emergency Duty Team: 0800 833408 - After 5pm (Monday to Thursday) - After 4pm (Fridays)
Swindon*	01793 464646 https://www.swindon.gov.uk/info/20043/child_protection/929/report suspected_child_abuse_or_exploitation Emergency Duty Team: 01793 436699 - After 4.40pm (Monday to Thursday) - After 4pm (Fridays)
Wiltshire*	0300 456 0108 http://www.wiltshire.gov.uk/children-young-people-contact Emergency Duty Team: 0300 456 0100
Adult's Social Care (for students aged 18 and above)	
West Berkshire	01635 503050 https://info.westberks.gov.uk/safeguardingadults Emergency Duty Team: 01344 786543
Oxfordshire	0345 0507666 Reporting a safeguarding concern about someone | Oxfordshire County Council Emergency Duty Team: 0800 833 408
Swindon	01793 463555 adultsafeguarding@swindon.gov.uk Emergency Duty Team: 01793 436699
Wiltshire	0300 456 0111 Protecting vulnerable adults from abuse | Your care Your support Wiltshire Emergency Duty Team: 0300 456 0100

Oxfordshire LADO (for reporting concerns/allegations about adults working/volunteering with young people)	Jo Lloyd - Service Manager Local Authority Designated Officer Tel: 01865 81063 Mobile: 07584 581180 jo.lloyd@oxfordshire.gov.uk lado.safeguardingchildren@oxfordshire.gov.uk
Police	101/999
NSPCC Whistle-blowing Helpline	0800 028 0285

Our Commitment to Safeguarding

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

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

Our Designated Safeguarding Lead (DSL) is Grace Muir, who works in line with the requirements of the role, as set out in Appendix 1.

'Working Together To Safeguard Children' defines safeguarding as:

- Providing help and support to meet the needs of young people as soon as problems emerge.
- Protecting young people from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of young people's mental and physical health or development.
- Ensuring that young people grow up in circumstances consistent with the provision of safe and effective care.
- Promoting the upbringing of young people with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the young person.
- Taking action to enable all young people to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Safeguarding is Everyone's Responsibility.

We endeavour to safeguard 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 young people to follow if they are worried about a 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

1.1 Worried About a Young Person

Concerns about a young person's welfare can arise in many different contexts; young people may be abused in a family, by those known to them. They may be abused by an adult or adults, or another young person or young people within their family network; this is also referred to as familial abuse.

The risk of harm may come from outside the home (ROTH); this is also referred to as extra-familial harm.

This includes:

- Exploitation by criminal and organised crime groups or individuals (such as county lines and financial exploitation)
- Serious violence
- Modern slavery and trafficking
- Online harm
- Sexual exploitation
- Teenage relationship abuse
- The influences of extremism, which could lead to radicalisation

Young people may experience extra-familial harm from other young people and/or from adults; it may take place in school or other educational settings, within community/public spaces and/or online.

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

A disclosure is when a young person comes to speak to you directly and tells you information which may suggest they are at risk of abuse. If a young person discloses to you, you should:

- **Listen** to what the young person is saying, without displaying any signs of shock or disbelief.
- **Allow** the young person to talk freely without interrupting.
- **Reassure** the young person but do not make promises about keeping the information a secret.
- **Reassure** the 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 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 young person which worries you or noticed a change in behaviour.

You have a responsibility to follow the steps below:

Record

Record your concerns on a safeguarding incident form (see appendix 2).

- If you have seen marks on a young person which worry you remember to fill in a body map (see appendix 3).
- 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 young person, using the local authority threshold guidance to support.
- This will include taking immediate steps to secure the safety of the young person if possible.
- **Is the young person in immediate danger, at risk of significant harm or there is information to suggest they have been harmed?**

  If, Yes

- If young person is in immediate danger contact the police on 999.
- **Or** Contact the Multi Agency Safeguarding Hub (MASH) for the area where the young person resides (see page 5 'Children's Social Care contact number list').
- **Or** the young person'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 young person's school/college 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 young person. Discussion will take place with the young person's school/college to agree who is best placed to have this conversation.

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

All staff, but especially the DSL (and deputies) should consider whether young people are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and young people 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.

1.2 Record-keeping

Any member of staff, visitor, or volunteer who has a concern about a 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, with another in the main office.

Staff may wish to refer to appendix 4 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
Stephanie@heroscharity.org

The password should be subsequently text to the recipient.

1.2.1 Body Map

If injuries or marks have been observed which cause concern, these should be recorded on a body map outline (see appendix 3), 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 young person, where needed.

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

1.3 Information Sharing

When sharing information it is important that the GDPR practices (as set out below) are followed to ensure the protection of any young person's personal data.

1.3.1 GDPR Regulations

Regulation (UK GDPR) places duties on organisations and individuals to process personal information fairly and lawfully. As well as keeping the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles. This allows 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, which should be treated as 'special category personal data'.
- Understanding that 'safeguarding of young people and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share this information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a young person 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 young person at risk.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping young people safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard, promote the welfare and protect the safety of young people.

Further details on information sharing can be found:

- In '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.
- 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.

When young people leave HEROS, the Designated Safeguarding Lead (DSL) should ensure their safeguarding/child protection file is transferred to the school or college as soon as possible.

1.3.2 Information sharing with the young person's school/college

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

If the school/college 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 e.g. Egress.

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

1.3.3 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 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 and keep our learners safe it is vital that professionals referring young people to our provision share information about safeguarding and child protection concerns. This includes information about any challenging/disruptive behaviours which the young person may display and any related information which may allow our provision to offer the appropriate support.

We ask schools/colleges to include this information when completing the referral form and challenging/disruptive behaviours are also discussed with parents/carers at their first visit.

1.3.4 Information sharing with parents and carers

Concerns about the welfare or safety of a young person will be discussed with their school/college in the first instance and a decision will be made about who is the most appropriate person to have a conversation with the parent/carer.

If, having assessed the information of concern, it is the view of the safeguarding team at HEROS and the school/college that this may increase the risk to the young person, the school/college will contact Children's Social Care to share the information about the concerns held by professionals.

Our priority is the young person's welfare and therefore there may be occasions when concerns about a 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, the parent/carer will be contacted by a member of the safeguarding team and the information within the referral will be shared. However, 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 young person.

1.3.5 Storage and retention of safeguarding and child protection records

Records of concerns or disclosures are kept and are stored confidentially. They do not form part of the young person's educational records and are therefore stored separately. Incidents are recorded in a secure folder kept in the office.

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

1.4 Escalation

1.4.1 Within our provision

- If a member of staff at HEROS does not see any improvement having reported a concern about a young person, they have a duty to re-report the concern 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 numbers).

1.4.2 With an external agency

- If a member of the safeguarding team feels a decision made by another professional in a different agency, including the young person's school/college is not in the 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 the decision-making to be discussed and clarified (Pre-escalation).
- If this is 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 under.
- At all stages records should be kept.
- The CEO will ensure that the intention to instigate escalation procedures is made explicit and is in writing.

See also Oxfordshire's Protocol for resolving professional disagreements.

1.5 Concerns About the Actions of an Adult who Works/Volunteers with Young People

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

All concerns must be reported following the steps below:

Step 1

- If you are concerned that a young person might be in immediate danger or at risk of significant harm, you must act immediately.
- If there is an allegation or you are concerned about the behaviour of a member of staff or volunteer, which could be characterised within the categories below:
    - Behaved in a way that has harmed or may have harmed a young person.
    - Possibly committed a criminal offence against, or related to a young person.
    - Behaved towards a young person in a way that indicates they may pose a risk of harm to young people.
    - Behaved or may have behaved in a way that indicates they may not be suitable to work with young people.

Step 2

- 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 3

- Record your concerns using the company's safeguarding 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 safeguarding 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 4

- 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. You should not retain any copies of this. 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 (LADO) (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 young people into the local authority, asking to speak to the LADO.

1.5.1 What happens once a report about an adult working/volunteering with young people is recorded?

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 should they continue to work in close or regular contact with young people in their present position or in any capacity.
- This will be done by assessing whether there is evidence to suggest that they have undertaken any of the behaviours listed above in step 1 of reporting a concern on page 15.

Step 2

- If there is a potential that the allegation or concern could meet any of the criteria set out above, the LADO must be contacted immediately, prior to any company investigation.
    - This is due to the possibility that this could interfere with a police or social care investigation, if the criminal threshold is met.

Step 3

- 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 the adult(s) 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 4

- If after the initial discussion with the LADO it is decided that the allegation meets the criteria the CEO/Chair of Trustees will complete the LADO referral form found on the OSCB website (Local Authority Designated Officer (LADO) - Oxfordshire Safeguarding Children Board (oscb.org.uk)).
- From this the LADO will review the referral and convene an allegations management meeting.
    - This may result in a criminal investigation, a social care investigation and/or an investigation into whether disciplinary action is required.
- If no further action by the LADO is agreed, HEROS 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 young people 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 for the individual if and when they apply for new positions.

Employers have a duty of care for their employees. Therefore, the CEO/Chair of Trustees must put in place support for the adult(s) at the centre of the concern/allegation.

For more information on the procedures to follow if an allegation is made, see the Allegation Management Procedures Policy.

1.5.2 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, posing a risk of harm or they leave whilst investigations are on-going, HEROS 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.

Part 2 – Specific Safeguarding Themes and Issues

Knowing what to look for is vital for the early identification of abuse, neglect and specific safeguarding issues such as exploitation.

If you are at all unsure you should **always** speak to the safeguarding team.

2.1 Child On Child Abuse

See also Part 5 KCSIE and Annex B

We recognise that young people are capable of abusing other young people. This can happen both inside and outside of school and online. A young person 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 not being reported. We understand that the young person 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.

2.1.1 Procedures in place to minimise the risk

- Our ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Systems are in place for young people to confidently report abuse, knowing their concerns will be taken seriously.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a young person is at risk of child on child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our organisation 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.

Set out below are the different types of child on child abuse and the systems in place to respond to these.

2.1.2 Bullying (including Cyberbullying)

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

- Repeated (although not always).
- Intended to hurt someone either physically or emotionally.
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

This can include:

- Physical assault.
- Teasing.
- Making threats.
- Name calling.
- Cyberbullying - bullying via mobile phone or online (for example via email, social networks and chat rooms on gaming platforms).
- 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 based on their disability, special needs or health needs. 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.

Responding to concerns about bullying

Young people who attend our organisation have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others, whether this is an isolated incident or a pattern of behaviours.

2.1.3 Child on Child sexual abuse

See also part 5 of KCSIE

This can include:

- Sexual violence and sexual harassment can occur between two pupils of **any age and sex,** from Primary, into Secondary and into College. **We recognise that 'it could happen here'.** It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and 'face to face' (both physically and verbally) and are never acceptable.

Sexual violence can include:

- Rape
- Assault by penetration
- Sexual Assault

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names.

- Sexual ‘jokes’ or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature.
- Inappropriate/unwanted touching.
- Consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams (also known as sexting or youth produced sexual imagery).
- Up-skirting.

Child on child sexual abuse can also include:

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Initiation/hazing - refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

2.2 Sexual Abuse (perpetrated by an adult or adults)

"Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children." '*Working Together To Safeguard Children'.*

2.2.1 Signs and indicators of sexual abuse

- Physical signs e.g. bruising, pain or soreness in the genital area.
- Being afraid/avoiding a particular person.
- Being withdrawn.
- Self-harming.
- Episodes of going missing.
- Eating disorders.
- Displaying sexualised behaviour or having sexual knowledge that's inappropriate for their age and stage of development.

Grooming is a process that involves the perpetrator building a trusted relationship with the young person or young people. Young people can be groomed by a stranger or someone they know, for example a family member (intra-familial sexual abuse), friend or professional (extra-familial sexual abuse). Grooming techniques can be used to prepare a young person for sexual abuse and exploitation (see also section 2.3 below) grooming can also be used to radicalise a young person – (see also section 2.5 below).

2.3 Exploitation and Serious Violent Crime

See also Part 1 and Annex B KCSIE and the County Lines toolkit

HEROS recognises that young people can be exploited sexually (Child Sexual Exploitation) or criminally (Child Criminal Exploitation). CSE and CCE can affect young people, both male and female and can involve young people who have been trafficked. They may be at risk of or involved in serious violent crime.

2.3.1 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 young person 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.

The following can be indicators of CCE:

- Unexplained gifts or new possessions.
- Young people who associate with other young people involved in exploitation.
- Changes in emotional well-being.
- Misuse of drugs and alcohol.
- Periods of time missing or regularly coming home late.
- Young people who regularly miss school or education or do not take part in education.
- Carrying knives or weapons for a sense of protection from harm from others.

CCE can include young people 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).

Risk factors which increase the likelihood of involvement in serious violence, include:

- Being male.
- Having been frequently absent or permanently from school.
- Having experienced child maltreatment.
- Involvement in offending such as theft.

2.3.2 Child Sexual Exploitation

Child Sexual Exploitation (CCE) occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a 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. CSE can affect any young person under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Young people who have older partners.
- Young people who suffer from sexually transmitted infections or become pregnant.

CSE can occur over time or be a one-off occurrence, and may happen without the young person's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any young person, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some young people may not realise they are being exploited and believe they are in a genuine, romantic relationship.

2.4 Honour-based abuse, including Female Genital Mutilation

See also Annex B KCSIE, https://www.gov.uk/guidance/forced-marriage and multi-agency statutory guidance on Forced Marriage.

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.

2.4.1 Responding 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 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.

2.4.2 Female Genital Mutilation (FGM)

See Annex B, Multi-agency statutory guidance on FGM and FGM factsheet

FGM is a procedure where the female genital organs are injured or changed when there is no medical reason for this. This practice is often referred to as 'cutting'.

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).

2.5 Preventing Radicalisation

See also Annex B KCSIE , The Prevent Duty Guidance and 'The Prevent Duty: an introduction for those with safeguarding responsibilities.

The Home Office Prevent Duty guidance defines radicalisation as 'the process of legitimising support for, or use of terrorist violence.' An individuals' susceptibility to radicalisation may be linked to their vulnerability. An individual can be vulnerable if they need special care, support or protection because of age, disability, or risk of abuse and/or neglect.

The following can be indicators of 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 school.
- Evidence of possessing illegal or extremist literature.
- Advocating messages similar to 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.

2.6 Domestic Abuse

See Part 1 and Annex B KCSIE.

'Abusive behaviour' is defined in the Domestic Abuse Act (2021) as any of the following:

- Physical or sexual abuse.
- Violent or threatening behaviour.
- Controlling or coercive behaviour.
- Economic abuse.
- Psychological, emotional or other abuse.

For the definition to apply, both parties must be aged 16 or over and 'personally connected'.

It can encompass a wide range of behaviours and may be a single incident or a pattern of behaviours. The impact of domestic abuse on young people is detrimental and long term and can affect their health, well-being and ability to learn. Young people may see, hear or experience the effects of abuse.

2.7 Neglect

Working Together To Safeguard Children defines neglect as:

The persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a young person 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 young person from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.
- Provide suitable education.

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

2.7.1 The following is some of the indicators that may suggest a young person 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

2.8 Additional Support for Young People

2.8.1 Young people with Special Educational Needs and Disabilities (SEND)

As an education provider, we recognise that young people who have SEND 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 young person's disability without further exploration.
- Young people with SEND can be disproportionately impacted upon by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

2.8.2 Young people with mental health issues

Some young 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 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 e.g. mood swings
- Frequently missing lessons
- Social isolation
- Lethargy and disinterest
- Tearfulness or appearing anxious
- Lack of focus in class
- Change in educational performance

2.8.3 Young people who are Lesbian, Gay, Bisexual, or Transgender (LGBT)

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

Risks can be compounded where young people 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.

2.9 Behaviour and Attendance

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

- Incidents of disruptive and challenging behaviour
- Poor attendance

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

2.9.1 Behaviour

We aim to provide a positive, respectful and successful learning environment for all of our young people 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 young people and treating all fairly hopefully ensures we understand the underlying reasons for the poor behaviour. Volatile incidents are de-escalated by moving young people 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 young person's school/college will also be part of regular formal and informal reviews.

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

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

2.9.2 Positive-handling of a young person

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

We may intervene to:

- Prevent a young person leaving the classroom/the site where allowing the young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a young person from attacking a member of staff or another young person, or to stop a fight.
- Restrain a 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 Deputy DSL (Stephanie Collett). Where physical restraint is used with a young person, a copy of the record will be sent securely to the school/college.

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

2.9.3 Attendance

We recognise the importance of 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 manager.

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

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

We recognise that young people 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 3 – 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.

Schools/colleges working with HEROS are able to access this safeguarding policy via our website.

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

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

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

3.1 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 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.

3.2 Safer Recruitment Procedures

3.2.1 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.

3.2.2 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 young people.
- The applicant's skills, which are relevant to the role, and their experience of working with young people.
- The reason for any gaps in employment or where a candidate has changed jobs/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, that 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 young people). 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 e.g. 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.

3.2.3 Visitors and externally employed staff

Where staff from external organisations are working with our young people, 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 engaging in regulated activities. Visitors are asked to provide proof of identity and if required, DBS information.

3.2.4 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.

3.3 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 young people who may be at risk.
- Their responsibility for referring concerns to the DSL/deputy.
- The procedures for reporting safeguarding/child protection concerns about adults working with young people (allegations).

3.3.1 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 covers basic awareness of safeguarding and child protection, including the possible signs and indicators of abuse and how to respond effectively.

3.3.2 Additional training for Designated Safeguarding Leads (DSLs) 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.

3.3.3 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 that have arisen from reading these documents.

3.4 Whistleblowing

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 the following actions has occurred or is likely to occur:

• 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.

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 provision'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 they believe 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 previously identified the NSPCC whistle-blowing helpline is available to them.

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

- Keeping Children Safe in Education (DfE Sept 2024).
- Working Together to Safeguard Children (DfE Dec 23).
- 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 Dec 23).
- Information-sharing: Advice for Practitioners Providing Safeguarding Services (DfE May 24).
- Children Missing Education (Sept 2016).
- Teaching Online Safety in School (January 2023).

Appendix 1 - Role of the Designated Safeguarding Lead (DSL)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the provision leadership team, is appointed to the role of DSL.

The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. The DSL should have the appropriate status and authority within the provision to carry out the duties of the post. The role of the DSL 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 young person 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 contribute to the assessment of young people.

Deputy DSLs

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

Availability

During term time the DSL (or a deputy) should always be available (during the provision's opening hours) for staff in the provision to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual organisation, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and/or other accessible means is acceptable.

It is a matter for individual organisations and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals the DSL is expected to refer cases:

- 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.
- The Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- When a person is dismissed or has left due to risk of/harm to a young person, to the Disclosure and Barring Service as required.
- When a crime may have been committed, to the Police.
    - See the National Police Chief's Council (NPCC) (when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)) for advice on when to consider calling the police and what to expect when working with them.

When working with others

The DSL is expected to complete the following actions:

- Acting as a source of support, advice, and expertise for all staff and work as a point of contact with the safeguarding partners.
- Liaise with the CEO/Head of Trustees to inform them of any safeguarding concerns, especially ongoing enquiries under section 47 of the Children Act 1989 and current police investigations. This should include being aware of the requirement for young people to have an appropriate adult. Further information can be found in the statutory guidance - PACE Code C 2019.
- Liaise with the case manager and the Local Authority Designated Officer(s) (LADO) for child protection concerns in cases which involve a member of staff.
- Liaise with all staff on matters of safety (including online safety), safeguarding and welfare. Relevant staff should also be consulted when deciding whether to make a referral so that the young person's needs are considered holistically.
- Liaise with the senior mental health lead where safeguarding concerns are linked to a young person's mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and encouraging the welfare of young people, including families which may be facing challenging circumstances.
- Work with the education manager to take responsibility for promoting educational outcomes. This can be through understanding the welfare, safeguarding and child protection concerns which young people in need have experienced.
- It is also the DSL's responsibility to identify the impact that the previously stated issues may be having on young people's attendance, engagement and achievement at this provision.
- Ensuring that the cohort of young people who have or have had a social worker are known to the provision. This includes:
    - Understanding their academic progress and attainment.
    - Maintaining a culture of high aspirations for them.
    - Recognising that even when statutory social care intervention has ended, there is still a lasting impact on young people's educational outcomes.

We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of young people who have or have had a social worker, particularly in larger schools/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 young people.

Information sharing and managing the safeguarding and child protection file

The DSL 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 its contents it is shared, this happens in line with information sharing advice policies.

Raising awareness

In order to raise awareness, the DSL should:

- Ensure each member of staff has access to, and understands, the safeguarding and child protection policy and procedures, this applies particularly to new and part-time staff.
- Ensure the safeguarding and child protection policy is reviewed annually, at a minimum. The procedures and implementation should also be updated and reviewed regularly, working with governing bodies or proprietors regarding to fulfil these tasks.
- Ensure the safeguarding and child protection policy is available publicly and legal guardians are aware that referrals about suspected abuse or neglect may be made.

Training, Knowledge, and Skills

The DSL (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 DSL (and any deputies) should also undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role.

Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff, helping them feel confident on welfare, safeguarding and child protection matters. This includes specifically:

- Ensuring that staff are supported during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including informing the provision of academic and pastoral support.

Understanding the views of young people

It is important that all young people feel heard and understood. Therefore, DSLs (and deputies) should be supported in developing knowledge and skills to:

- Encourage a culture of listening to young people and taking account of their wishes and feelings, among all staff, and in any measures the provision may put in place to protect them.
- Understand the difficulties that young people 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 earlier in this document, and therefore the DSL should be equipped to:

- Understand the importance of information sharing, both within the provision, and with other schools/colleges on transfer including in-year and mid-year transfers. This is also important with 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).
- Be able to keep detailed, accurate, secure written records of concerns and referrals, understanding the purpose of this record-keeping.

Appendix 2 – Safeguarding Form Example

Safeguarding and Child Protection Concern / Disclosure / Incident Form

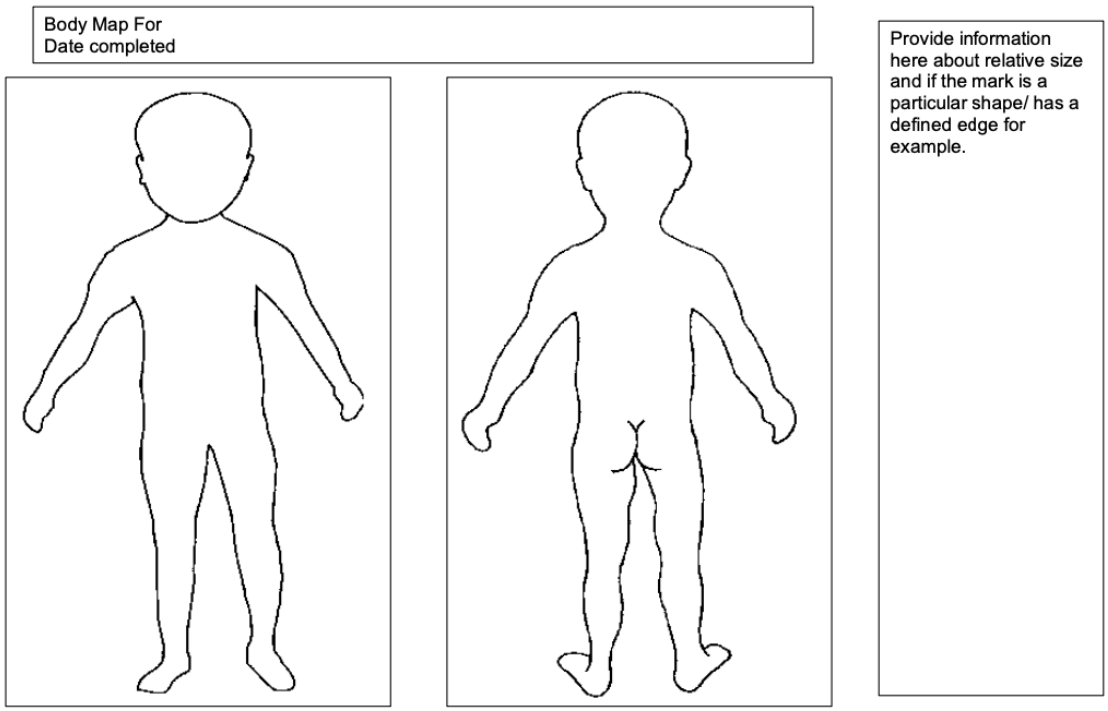
CONFIDENTIAL

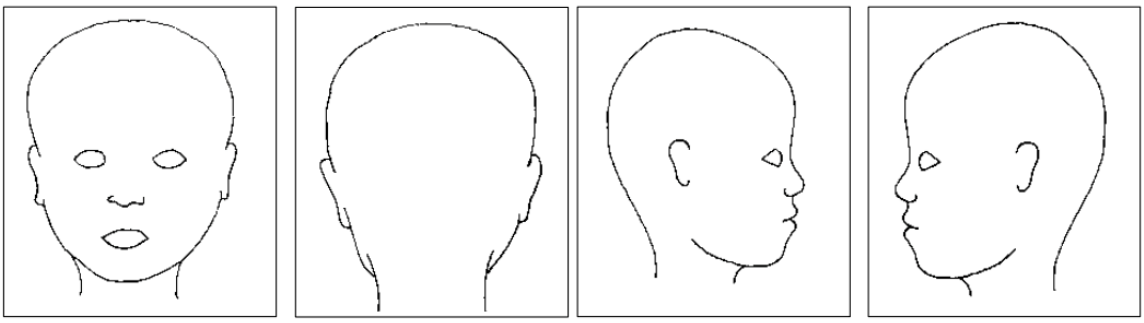
Date:		**Name and role of person completing Section 1 of this form:**	
Time:		**Date and time read by DSL / Deputy DSL:**	
Name of YP:		**Location:**	
DOB:			
SECTION ONE **To be completed by a member of staff raising the concern**			
What have I heard/seen/noticed that concerns me? *Remember, if you have seen marks on a YP which worry you, these should be recorded on a body map.* ***Do not take photographs.***			
Why am I worried?			
Action taken by person(s) above:			
SECTION 2 **This section is 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**)**			

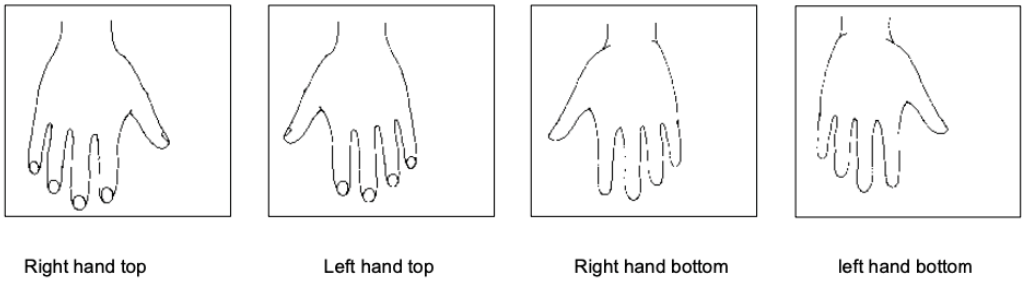
Name of staff completing section 2 of this form: **Role:**
Is the child in immediate danger or at risk of significant harm? YES/NO **If Yes – consult with the Multi-Agency Safeguarding Hub (MASH) in the local authority where the YP lives.** **Record of conversation with MASH and agreed actions** **Has a written referral been requested? Yes/No**
No – discussion with a member of the safeguarding team at the YP's school/college. **Record of conversation and agreed actions (include the name of DSL/Deputy DSL spoken with)**
Parents and carers should be informed of all concerns unless doing so would increase the risk of harm to the YP. 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. Parents/carers informed via HEROS – Yes/No Parents/carers informed via YP's school/college – Yes/No **If it is agreed that the parents/carers will not be informed in the first instance, contact should be made with the MASH.**

Date reported at safeguarding meeting	

Appendix 3 – Body Map







Appendix 4 – 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 included:

1. **What is it that you have seen/heard/noticed which concerns you?** Remember if you have noticed a mark on the 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 you worried will happen if this concern/incident is not responded to?

5. **Any actions you have already taken?** Staff members are only expected to complete the concern/incident form and report concerns to a member of the safeguarding team.

Appendix 5 – Definitions of Abuse (taken from Working Together Dec 23)

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 young person.

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

Neglect

The persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person'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).
- Ensure access to appropriate medical care or treatment.
- Provide suitable education.

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

Emotional Abuse

The persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to a young person 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 young person 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 young people. These may include interactions that are beyond a young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person 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 young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a young person to take part in sexual activities, not necessarily involving violence, whether or not the young person 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 young people in looking at, or in the production of, sexual images, watching sexual activities,

encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people.