

## Safeguarding/Child Protection Policy and Procedures

Name of organisation: Progression 2Work Limited

Date of policy publication: 20<sup>th</sup> September 2018

### Policy review dates and changes

Review date	By whom	Summary of Changes made	Date implemented
26 April 18	Alison Woodgate	Policy created	26 April 18
11 Sept 18	Alison Woodgate & Joh Varley	Updates to actual names of Safeguarding Officer	11 Sept 18
20 Sept 18	Alison Woodgate & Joh Varley	New Issue Policy	20 Sept 18
28 March 19	Joh Varley	Director changes and policy review	28 March 19
19 August 19	Joh Varley & Philip Varley	Policy review	19 August 19
01 Dec 19	Joh Varley & Philip Varley	Policy review – include outreach	01 December 19
01 Sept 20	Joh Varley Philip Varley	Policy review – named deputy designated leads Covid-19 Updates to KCSIE	01 September 20
12 Sept 20	Joh Varley Philip Varley	Revised – Page 25 allegations against Staff	12 September 20
8 Jan 21	Joh Varley Philip Varley	Policy Review – named staff and designated leads changes Addition of induction training Allegation against Supply Teachers	8 <sup>th</sup> January 21
19 <sup>th</sup> April 21	Joh Varley & Philip Varley	Named Staff changes, DSL changes.	19 <sup>th</sup> April 21
23 <sup>rd</sup> April 21	Joh Varley & Philip Varleyh	Name of staff changes to Deputy DSL	23 <sup>rd</sup> April 21

Date of next review: August 2021 or before pending Government changes

Agreed by Directors: Johanne Varley & Philip Varley

Signature: Johanne Varley & Philip Varley



Johanne Varley



Philip Varley



**Progression 2Work Limited staff with specific safeguarding responsibilities**

- Name of Designated Safeguarding Lead:
- **Jake Cosford (Head Teacher) 0115 9249888 / 07429 259531**
  
- Name of Deputy Designated Safeguarding Leads
- **Philip Varley (Director) 07543 609620 / 01159 249888**
- **Johanne Varley (Director) 07513379871 / 01629 580837/01159 249888**

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## 1. Introduction

This document outlines Progression 2Work Limited child protection / safeguarding policy. It applies to all adults, including volunteers working in or on behalf of the company.

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Protecting children from the risk of radicalisation, exploitation, and other harms e.g. drugs, alcohol, gangs, neglect, serious violent crime, sexual or criminal (including county lines) exploitation,
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care: and
- Taking action to enable all children to have the best outcomes.

Everyone working in, or for Progression 2Work Limited, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education/employer settings.
- Identifying children who may need extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.
- Creating a culture of vigilance where we always act in the best interests of the child.

We will ensure that all staff of Progression 2Work / schools / employers and our partner agencies are aware of our child protection policy by raising awareness at initial meetings with parents / employers / schools and other agencies and is available as a digital or hard copy upon request.

### Policy Aims

The aim of this policy is to outline how Progression 2Work will:

- Promote a positive company ethos where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

### Context

This policy enables Progression 2Work to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- [Working Together to Safeguard Children \(2018\)](#)
- [The Children Act \(1989\)](#) and [Children Act \(2004\)](#)
- [Keeping Children Safe in Education \(Sept 2020\)](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)
- [Protection of Freedoms Act \(2018\)](#)
- [Data-Protection Act \(2018\)](#)
- [The Prevent Duty Guidance for England and Wales \(2015\)](#)
- [The Prevent Duty: departmental advice for schools and childcare providers \(2015\)](#)
- [Mandatory reporting of Female Genital Mutilation – procedural information \(2015\)](#)
- [Sexual Offences Act \(2003\)](#) and [Serious Crime Act \(2015\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(2018\)](#)
- [Children Missing Education; statutory guidance for local authorities \(2016\)](#)
- [Mental Health and Behaviour in Schools \(2018\)](#)
- [Relationships and Sex Education \(RSE\) and Health Education \(2020\)](#)

- [Teaching Online Safety in Schools \(2019\)](#)
- [Serious Violence Strategy \(2018\)](#)
- [Promoting the education of looked-after and previously looked-after children \(2018\)](#)
- [Promoting the education of looked-after children and previously looked-after children: statutory guidance for local authorities \(2018\)](#)
- [Designated teacher for looked-after and previously looked-after children \(2018\)](#)

The policy is consistent with government guidance on Safeguarding Children.

Safeguarding is not just about protecting children from deliberate harm, neglect, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other Progression 2Work policies, such as, but not exclusively.

- Health and safety
- Behaviour Policy
- The use of reasonable force/physical intervention
- Providing first aid
- Educational Visits
- On-Line Safety
- School Security
- Managing Allegations against staff
- Children who runaway or go missing from education, home or care procedures
- Staff Behaviour (code of conduct)
- SEND
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Equality and Diversity
- Complaints Procedure
- Information Sharing
- Whistle Blowing
- Data Protection
- Data Security

## **Principles**

Safeguarding arrangements in Progression 2Work are underpinned by the 2 key principles:

- Everyone who comes in to contact with children and their families has a role to play in safeguarding children. This includes employers, staff, and volunteers who have a responsibility and role to play to identify concerns, share information appropriately and take prompt action. Staff members will maintain an attitude of “it could happen here” where safeguarding is concerned.
- When concerned about the welfare of a child, staff will always act in the best interests of the child. Progression 2Work operates a child centred approach considering children’s views and voices. The child’s wishes and feelings will be taken into account when determining what action to take and services to provide to protect individuals’ children through ensuring there are systems in place for children to express their views and give feedback.

## 2. Safeguarding Roles and Responsibilities of Progression 2Work Staff

All adults (including employers) working for, or on behalf of Progression 2Work have a responsibility to safeguard and promote the welfare of children. This includes:

- Responsibility to provide a safe environment in which children can learn.
- To identify children who may need extra help, have complex or serious needs or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed. Creating a culture of vigilance where Progression 2Work staff always act in the best interests of the child.
- Taking all welfare concerns seriously and encouraging children and young people to talk to staff about anything that worries them.

Staff induction will include organisation vision, aspirations, and expectations of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within Progression 2Work which support safeguarding, and copies of policies. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), and the role of the designated safeguarding lead (DSL).

All staff will:

- Receive a copy of, read and sign to say that they have read and understood [Keeping Children Safe in Education: for school and college staff \(part 1\) \(2020\)](#) Progression 2Work leaders and those who work directly with children will also read Annex A.
- Receive safeguarding training which is regularly updated<sup>1</sup> as well as Prevent Duty and online safety training so they are equipped with the knowledge and skills to keep children safe.
- Receive regular safeguarding and child protection updates at least annually via email, e-bulletins and staff meetings to help provide them with an awareness of safeguarding issues that can put children at risk of harm (including private fostering arrangements, drug taking, alcohol abuse, family members in prison, deliberately missing education homelessness, sexting also known as 'youth produced sexual imagery', FGM, 'honour based' violence, forced marriage, sexual exploitation, serious violent crime, criminal exploitation / county line, peer on peer abuse and radicalisation/extremism), ensuring they have the relevant skills and knowledge to safeguard children effectively.
- Be aware of:
  - the early help process and understand their role in it;
  - the process for making referral to Children's Social Care and for statutory assessments that may follow this and the role they may play in such assessments.
- Know what to do if a child tells them he/she is being abused or neglected and how to share information appropriately.
- Do everything they can to support Social Workers
- Know what to do if a child shares, produces or receives a sexual communication, including sexting and youth produced sexual imagery.
- Be aware that the children are capable of abusing their peers and be clear about the company's policy and procedures on peer on peer abuse. See section 5 Peer on Peer Abuse.
- Know that safeguarding incidents and/or behaviours can be associated with factors outside the Hub and/or can occur between children outside the Hub and consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, simply meaning that assessments of children will consider whether wider environment factors are present in the child's life that are a threat to their safety or welfare.

We will engender the principle that safeguarding is 'everyone's responsibility'.

All staff and volunteers should raise any concerns they have about poor or unsafe practice and potential failures in the company's safeguarding regime. These concerns will be taken by the company Directors. See the company whistleblowing procedures.

### **The Roles and Responsibilities of Senior Leadership Team**

The Senior Leadership Team has the responsibility to ensure that the Hub complies with safeguarding duties under legislation and will identify a Senior member to take leadership responsibility for the establishments safeguarding arrangements. Safeguarding is a standing item at all Board / Senior Leadership body meetings.

The Directors and Head Teacher will ensure that.

- The Hub contributes to inter-agency working in line with Working Together and Safeguard Children (2018) by:
  - Providing a co-ordinated offer of early help when low level or emerging needs of children are identified.
  - Contributing to inter-agency support to children subject to child in need or child protection plans; and
  - Allowing access for Children's Social Care to conduct or consider conducting an assessment.
- There is awareness and due regard to the obligations of the Data protection Act 2018 and GDPR to ensure that personal information is processed fairly and lawfully and kept safe and secure and where appropriate is shared to support the safeguarding of children and individual at risk. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- The Directors will liaise with the Local Authority Designated Officer (LADO) (also known as the Designated Officer) and partner agencies in event of any allegations to abuse made against the Head Teacher.
- There is an effective safeguarding/child protection policy which is consistent with government compliance/procedures along with a Behaviour Policy and staff behaviour policy (code of conduct). This will be provided to all staff on induction, it will be updated annually, as a minimum, and be available on the Company Drop Box under Progression Policies, along with contact details of the Designated Safeguarding Lead, their deputy and their availability, including during school holidays.
- The safeguarding/child protection policy includes procedures which minimise the risk of peer on peer abuse / child on child abuse, how allegations will be investigated and dealt with and have clear process as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.
- All policies and procedures adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by all staff.
- All staff, including Directors and Volunteers, adhere to their duties in [The Prevent Duty \(2015 last updated \(2019\)\)](#) to prevent radicalisation. Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.
- All staff undergo safeguarding and child protection training at induction.
- The DSL and their deputies undergo training every two years (at a minimum) with an understanding that they will update their knowledge and skills at least annually to remain up to date and suitably well informed...
- The Head Teacher and other staff will undergo child protection training regularly and will receive safeguarding and child protection updates at least annually to provide them with relevant skills and knowledge to safeguard children effectively.
- There is a whole school approach to online safety to address the 3 areas of risk; content; contact and monitoring systems to ensure children are safeguarded from potentially harmful and inappropriate material online, including terrorist and extremist material, as well as online safety training for staff. As technology in this area evolves and changes rapidly online safety will be regularly reviewed.
- Ensure that children are taught about safeguarding, including mental health/well-being and on-line safety (this incorporates healthy online/offline relationships sexting/youth produced sexual imagery and terrorist/extremist material), through teaching, learning opportunities and tutorials.
- People who pose a risk of harm are prevented from working with children by:
  - Adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
  - The presence of at least one person on any appointment panel who has undertaken safer recruitment training to a minimum of Level 2.

- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the Local Authority Designated Officer (LADO)/Designated Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service (DBS) when the criteria have been met. There are also procedures in place to handle allegations of abuse by children against other children also known as peer on peer abuse.
- There are systems in place for children to report any concerns, express their views and feedback. Staff will not agree confidentially and will always act in the best interests of the child.
- A Designated Teacher with the appropriate training, relevant qualifications and experience will be appointed to promote the educational achievement of children who are Looked After or previously Looked After. All staff will have the skills, knowledge and understanding to keep Looked After Children and previously Looked After Children safe (LAC).
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions and this is consistent with [DFE Children Missing Education](#)
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to the company's attention are addressed without delay.

### **Roles and Responsibilities of the Head Teacher**

The Head Teacher will ensure that:

- The policies and procedures adopted by the company are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the DSL, their Deputy and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum. This includes building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Education Welfare Staff and Social Workers are informed immediately when a child who is looked after or subject to a child in need plan or a protection plan goes missing.
- The school/hub fulfils the requirements of DfE Children Missing Education guidance, including those related to elective home educated children.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.

### **The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)**

The DSL is a senior member of staff who co-ordinates the company's safeguarding and child protection arrangements by providing advice and support to other staff on child welfare and child protection matters, to take part in strategy meetings and inter-agency meetings – and /or to support other staff to do so - and to contribute to the assessment of children.

Progression 2Work will inform the school they are working with of any concerns regarding a child, so that the school can follow their safeguarding procedures. When a serious incident arises however, Progression 2Work will follow the government recommendations of immediately contacting Social Care and/or Emergency Services. The school and the company's DSL will be notified at the first opportunity.

The DSL liaises with the local authority and works with other agencies in line with Working Together to Safeguard Children (2018). Where there are serious/complex needs or child protection concerns, this includes referrals to Children's Social Care. In exceptional circumstances, i.e. in an emergency or concern that appropriate action hasn't been taken, staff members can speak directly to Children's Social Care.

The company also has a deputy DSL's to cover for when the DSL is not available; the lead responsibility however remains with the DSL. During term time the DSL and / or a Deputy DSL deputies will be available during school hours for staff in the school to discuss safeguarding concerns. Adequate and appropriate cover arrangements will be made for any out of hours/out of term activities. The Designated Safeguarding Lead and/or their deputy will also be involved in anything safeguarding related in the content of relationships education/relationships and sex education and health education. In addition the Designated Safeguarding Lead will also work in partnership with the Designated Lead for Mental Health to ensure that there is an

effective and consistent whole school approach for children who may be at risk of abuse or neglect and/or who may need support with their mental health.

See appendix 3 for further information about the Role of the Designated Safeguarding Lead (DSL).

### Roles and Responsibilities of other company Staff

Any concerns must be discussed with the Designated Safeguarding Lead (DSL) or Deputy DSL in DSL absence.

If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the company's concerns form) and forward this to the DSL or the deputy DSL. All staff will work with the DSL and where appropriate support Social Workers to take decisions about individual children.

All staff, including volunteers and temporary staff must understand how the company safeguards and promotes the welfare of children, their role and responsibilities in this and how to report any concerns. This will be covered in induction with a signed understanding of compliance.

### Progression 2Work Limited staff with specific safeguarding responsibilities

- Name of Designated Safeguarding Lead:
- **Jason (Jake) Cosford 07429 259531 / 01159 249888**
  
- Name of Deputy Designated Safeguarding Leads
- **Johanne Varley (Director) 07513 379871 / 01159 249888**
- **Philip Varley (Director) 07843 332635 / 01159 249888**

### Other Key Safeguarding Contacts

- Children's Services Professional Consultation Line 07812 300329
- Derby City Children's Social Care
  - First Contact Team 01332 641172
  - Careline (out of hours service) 01332 786968
- Derbyshire County Council (out of hours) 01629 532600
- Derbyshire County Council (Call Derbyshire) 01629 533190
- Derby City Local Authority Designated Officer (LADO) 01332 642376
- Nottinghamshire Multi Agency Safeguarding Hub 0300 5008090 (emergency multi agency)
- Nottingham City Safeguarding Children Partnership 01158 764762
- Nottingham City Children's Social Care 01158 764800
- Early Intervention strategy and procurement 01158 764800
- Nottinghamshire emergency (out of hours service) 0300 4564546
- Nottinghamshire Fair/Access Children missing in Education 0115 977 3225
- Nottingham City Safeguarding Children board 0115 876400 (this includes out of hours)
- Nottingham Local Authority Designated Officer child protection chairs Evelyn Hailwood - principle Manager of 0115 8764148
- LADO – Nottingham City [Tina.wright@nottinghamcity.gov.uk](mailto:Tina.wright@nottinghamcity.gov.uk) 07842601599
- Nottinghamshire County Council LADO 0115 9773921
- Derby City Channel/Prevent (radicalisation/extremism) for advice and information contact Prevent Team based at The Council House tel 01332 293111 or contact the Police Prevent Team on 101
- Derbyshire Prevent Team email [EMSOU-SB-Prevent@derbyshire.PNN.police.uk](mailto:EMSOU-SB-Prevent@derbyshire.PNN.police.uk)
- Nottingham City & Nottinghamshire Prevent email [Prevent@Nottinghamshire.pnn.police.uk](mailto:Prevent@Nottinghamshire.pnn.police.uk)
- Female Genital Mutilation (FGM) mandatory reporting via Police on 101
- Channel/Prevent Police Team 101

### **Key national contacts**

#### NSPCC

- NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:
  - [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
  - Text: 88858
  - 0800 800 5000
  
- NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.
  - 0800 028 0285
  - [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.

- [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- 0844 381 4772

Police Anti-Terrorist Hot Line number: 0800 789 321

### **3. Safe Environment – children are safe and feel safe**

Progression 2Work adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents, and staff will be free to talk about any concerns and will see the Hub as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children will be encouraged to seek help from school staff

**Progression 2Work will therefore ensure that: -**

#### **Whilst within the Hub**

- There is an ethos where children are listened to, taken seriously, and responded to appropriately, to help them feel safe, secure and free to talk about their concerns.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and that the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines i.e. DSCB and Childline.
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse and radicalisation.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils (see behaviour policy/code of conduct) that is understood and endorsed by all.
- There is an awareness that adverse childhood experiences (ACES)/trauma and other events may have an impact on children.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in a child's a behaviour and recognise that challenging behaviour and mental health problems may be an indicator of abuse or neglect.
- Effective working relationships are established with parents and colleagues from partner agencies.

- There is awareness that there may be wider environmental factors e.g. factors outside school and situations outside the family can present in a child's life that are a threat to their safety and welfare (contextual safeguarding). For example, personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse. In particular staff are knowledgeable about private fostering arrangements, family members in prison, homelessness, domestic violence, 'honour based' abuse/violence including female genital mutilation (FGM) and forced marriage, online safety, hate crime, radicalisation, serious violence crime, child exploitation (sexual and criminal/country lines) also known as child at risk of exploitation (CRE) and peer on peer/child on child abuse such as sexual violence and harassment.
- There is a recognition that children who do not attend regularly or go missing from education are particularly vulnerable and at increased risk of neglect and abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Volunteers are appropriately supervised.
- The environment is safe and secure; this includes ensuring all visitors to the setting are suitable and checked and monitored as appropriate.
- Where the Hub has invited external agencies in i.e. to support delivery of subjects such as online safety, relationships /relationships and sex education and health education, there will be an agreement made in advance of the session on how a safeguarding report should be dealt with by the external visitor.
- Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.
- All visiting speakers present materials appropriate to the age and maturity level of pupils, that do not insult or promote intolerance of other faiths or groups, adhere to the school's equalities policies and are not permitted to incite hatred, violence, call for the breaking of the law or promote any acts of terrorism or extremism, British Values must be promoted.

### **Whilst on work experience/outreach**

- Progression 2Work will risk assess work placements and agree appropriate procedures for employers regarding reporting non-attendance or incidents. The risk assessments are returned promptly to the school for their consideration prior to the placement commencing.
- Arrange an attendance call within 15 minutes of scheduled arrival.
- Immediate contact with Parents and school on non-attendance including evaluating reasons
- All attendance to be documented by Employer / Progression and staff.
- Ensuring employers receive a copy of the Keeping Children Safe and Taking a Disclosure company policy, for which they are required to sign prior to placement starting. These will provide an employer with an understanding that they must report any safeguarding incidents or disclosures immediately, either directly to Progression 2Work Limited or to the school.
- Ensuring employers will call the appropriate Emergency Service (e.g. Police) and/or Social Care should any significant disclosure occurs, and then immediately contact the school and Progression 2Work. This will be accompanied by a written statement from the employer about the incident.
- Progression 2Work will record all incidents of safeguarding and share this with the school as well as keep a log of them (see incident form). These will be held in compliance with the GDPR Policy.
- Progression 2Work will check that employers have knowledge of the PREVENT strategy and understand their responsibilities to uphold this. This will be done at the risk assessment stage.
- While Progression 2Work will endeavour to find work placements as near to the home of the student as possible, we cannot be responsible for policing travel arrangements or guarantee the safety of the young person whilst getting to or from the placement, this responsibility would come under the School / establishment where the student is on role.

- Young people must report any safeguarding concerns about their placement or the staff they are working with to the school or Progression 2Work (whichever they feel most comfortable approaching first) immediately, and Progression will then take the appropriate action.

### **Whilst in a company boardroom/on company premises**

- Staff and students will follow the same procedures as they would for delivery in school as the school remain in loco parentis of the students in this situation. Progression 2Work will carry out full risk assessments of the establishment before any delivery commences.

### **Safeguarding as part of the Curriculum**

Through Personal Social Health Education (PSHE) and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal DDSCP November 2019 Page 14 of 38 assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a compliant.

The following areas are addressed within PHSE, where appropriate, and in the wider curriculum;

- Bullying, including cyber-bullying
- Drug, tobacco and alcohol use/abuse, including 'new psychoactive substances/NPS'
- Online/e safety, including sexting/'youth produced sexual imagery'
- Physical health and mental well-being, including prevention i.e. fitness, healthy eating and sleep, basic first aid and changing adolescent body.
- Relationships, including families, caring/respectful friendships, respectful, healthy offline/online and intimate relationships, being safe and the law
- Child exploitation, including child sexual exploitation (CSE) and child criminal exploitation/county lines (CCE) as known as child at risk of exploitation (CRE)
- Honour based violence and forced marriage
- Female genital mutilation (FGM)
- Radicalisation, hate crime and extremism

### **Vulnerable Children**

We recognise that some children will be at increased risk of neglect and or abuse, particularly those with special educational needs (SEND) and disability. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

The establishment where any student is on role, must supply a student profile ensuring pertinent information is shared on any issues that need to be communicated to Progression 2work and any employer before any Work Experience placement commences.

To ensure that all children receive equal protection, we will consider factors that may increase their vulnerability, for example.

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- From new communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Missing from school, particularly on repeat occasions

- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, gender, or sexuality
- At risk of developing mental health problems, sexual exploitation, criminal exploitation (county lines), hate crime, serious violent crim, radicalisation, or so called honour based abuse/violence including forced marriage and female genital mutilation (FGM)
- Are at risk of sexual exploitation (See below for further information)
- Young carers
- Looked after children
- EAL and do not have English as a first language.
- Children in the court system
- Children with family members in prison

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats. Where appropriate this may also mean extra pastoral support.

**Children Missing Education (CME):**

A child going missing from education is a potential indicator of abuse or neglect. Staff should inform the role school re procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

**Female Genital Mutilation (FGM):**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

**Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE):**

Both CSE and CCE are forms of abuse, and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetuated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence, or a series of incidents over time, and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

"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.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Preventing Radicalisation and Extremism**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **Criminal Child Exploitation; county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years.
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual.
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.

- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Working with parents and carers**

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of children.

Progression 2Work will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal) known as child at risk of exploitation (CRE), mental health and online safety, including sexting/'youth produced sexual imagery' and terrorist/extremist material. We will also outline the support available to keep children safe within the school/college, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis to support the child.
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school which the child transfers.
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first, however there may be occasions where we are not able to do this.

### **4. Taking Action on Concerns**

Key points to remember for taking action are.

- In a significant emergency take the action necessary to help the child, for example, call 999 and Social Care.
- Do not assume a colleague or another professional will take action and share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe.
- Report your concern to the DSL of Progression 2Work or their deputy as soon as you can and by the end of the day at the latest.
- If the DSL or their deputies are not around, ensure the information is shared with the most senior person in the Hub/company that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- Do not start your own investigation.
- If the concerns are about sexting/youth produced sexual imagery, do not view, copy, print or share the images. Any relevant devices should be confiscated.
- Share information on a need-to-know basis only.

- Seek support for yourself if you are distressed.
- If you are concerned about an incident, you may follow this up by speaking to your safeguarding team about the outcome.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead or their deputy (or another senior member of staff in the absence of the designated lead or deputy) prior to any discussion with parents.

If you suspect a child has emerging, complex needs or there are child protection concerns There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence or that the child may need support with their mental health. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Further information about abuse and neglect can be found in Appendix 1

Ensure you record these early concerns, also in writing by reporting them to the Head Teacher or Director.

#### **If information is disclosed to you**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.

- Report verbally to the Designated Safeguarding Lead (DSL).
- Write up your conversation as soon as possible and hand it to the Designated Safeguarding Lead.
- Seek support if you feel distressed.

If you are unsure you should always have a discussion with the Designated Safeguarding Lead to agree the best way forward.

Some disclosures may cause upset or distress. It is important that staff recognise the impact this may have on them and seek support from their line manager/ safeguarding team if necessary.

If you have on-going worries or want to know about action taken regarding your concern, your safeguarding team will be happy to speak to you about this.

**Staff must always immediately inform the Designated Safeguarding Lead (DSL) or Deputies if there is:**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Any concerns about sexting or youth produced sexual imagery and/or where any adult appears to be sexually communicating (e.g. email, text, written note or verbally) with a child.
- Any concerns about peer on peer abuse, this should never be tolerated and passed off as banter, having a laugh, boys being boys, girls being girls or part of growing up.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of domestic abuse, honour based abuse/violence including forced marriage or female genital mutilation (FGM).
- Any concerns that a child is at risk of radicalisation.
- Any concerns about child sexual exploitation or criminal exploitation, including county lines.
- Any concerns that a child or their parent/carer may be a victim of modern slavery (trafficked).

**Role of the Designated Safeguarding Lead following identification of needs or concerns**

The Designated Safeguarding Lead (DSL) will:

- Consider any urgent medical needs of the child.
- Consider whether the child has low level, emerging needs or complex needs or if there are child protection concerns.
- Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has child in need plan or an early help assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child a further risk of harm (see below).
- If unsure that a child protection referral should be made, seek advice from Children's Social Care.
- If the concerns are about radicalisation or violent extremism, make a referral to Channel via the Police Prevent team and, where the child has complex or serious needs or where there are child protection concerns, refer to Children's Social Care.
- If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, refer to the Police.
- Where appropriate use relevant national, local and education based assessment tools and guidance to support the identification of needs and decision making. For example
  - [Children Safeguarding Procedures and-practice-guidance/](#)

- [Sexting in Schools and Colleges: responding to incidents and safeguarding young people \(UKCCIS\)](#)
- [DfE sexual violence and sexual harassment between child in schools and colleges \(2018\)](#)
- [Brook Traffic Light Tool](#) to support the identification of healthy and harmful sexual behaviour in children and young people

### **Notifying parents**

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL (or other nominated staff member) will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

### **Getting help for the child**

#### **Prior to any action being taken a conversation and direction should be sought from the DSL**

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The company in liaison with the Role School will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services.

### **Using the Early Help Assessment (EHA)**

Where parents, carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

### **Extra support (universal)**

Where the school and another service i.e. school nurse, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist may, where appropriate, be completed to identify and document the needs, however the school may also use other tools to identify and help meet the needs of a family/child. This process may identify that an early help assessment may be needed and the action to be taken.

### **Emerging needs**

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss the use of the early help (and/or other) assessment with the child and /or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs. DSL will support the appropriate staff member in liaising with other agencies, setting up the inter-agency assessment and undertaking the role of lead professional as appropriate.

If Early Help and/or other support are appropriate, the case should be kept under constant review. At each stage of the process where the child's situation doesn't appear to be improving and complex needs requiring intensive support or enduring complex needs (child in need) or child protection concerns are identified requiring specialist support, a referral to Children's Social Care will be made. See below.

## Referral to Children's Social Care

**If at any point there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care and/or the police immediately. Anybody can make the referral.**

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to Social Care, the individual teacher also has a mandatory reporting duty (See Mandatory Reporting of Female Genital Mutilation – procedural information - Home Office). Under this duty, 'known' cases of female genital mutilation (FGM) where a girl under 18 informs the person that an act of female genital mutilation (FGM) has been carried out on her, or where physical signs appear to show that an act of female genital mutilation (FGM) was carried out, must be reported to the Police on 101. This is a personal responsibility in addition to the referral to Children's Social Care and the professional who identifies female genital mutilation (FGM)/receives the disclosure should make the report by the close of the next working day

### **Action following referral**

The DSL or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- Support any section 47 enquiries or statutory assessments that are carried out.
- Provide a report for, attend and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Share the content of this report with the school.
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- Where a child on a child protection plan, child in need plan or is looked after moves from the Hub or school role or goes missing, immediately inform the key worker in Social Care.

## **Confidentiality and sharing information**

Progression 2work will operate with regard to [HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#)

All staff will be mindful of the seven golden rules to sharing information (See Appendix 2) and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). They should be clearly aware that the Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.

Progression 2work staff should be proactive sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Staff should only discuss concerns with the Designated Safeguarding Lead, Deputy, Headteacher or Deputy Head (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.

## Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the child's school file.

Copies of these records will be securely sent to any school which the child is on role to or transfers to and a confirmation receipt obtained. DSL will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving.

## Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact for each student.
- The DSO will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

## 5. Peer on Peer abuse/Child on Child abuse / allegations of abuse (including sexual violence and/or sexual harassment) made against other children

Progression 2work recognises that children may abuse their peers physically, sexually and emotionally; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or girls being girls, or 'part of growing up'. The setting will take this as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others and any other child affected by peer on peer abuse are also likely to have considerable welfare and safeguarding issues themselves.

### What is peer on peer abuse?

- Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers this is most likely to include but is not limited to
  - Bullying (including cyberbullying).
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
  - Sexual violence, such as rape, assault by penetration and sexual assault.
  - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
  - Sexting, also known as youth, produced sexual imagery; and
  - Initiating/hazing type violence and rituals

- It can affect any child/young person, sometimes vulnerable children are targeted. For example:
  - Those living with domestic abuse or intra-familial abuse in their histories
  - Young people in care
  - Those who have experienced bereavement through the loss of a parent, sibling or friend
  - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
  - There is recognition of the gendered nature of peer on peer abuse; it is more likely that girls will be victims and boys' perpetrators. However both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
- Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer on peer abuse pose a risk to others, they are often victims of abuse themselves.

### **Sexual Violence, Sexual Harm and Sexual Abuse**

Sexual Violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, as can peer on peer abuse, they can happen online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Kingsmead School and Newton's Walk make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We do not dismiss any of the above as 'banter' 'part of growing up' 'just having a laugh' or 'boys being boys'.

It would be expected that all staff challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia. Staff should never dismiss or tolerate such behaviours and risk normalising them.

#### **Actions Progression will take**

Progression act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others. See Section 3 Safe Environment; children are safe and feel safe. Also the role school will be informed.

#### **Action on serious concerns**

Progression 2Work recognises that children may abuse their peers physically, sexually, and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. Progression 2Work will take this as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the DSL.

When an allegation is made by a child/young person against another child/young person, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns and follow the process outlined in Section 4. Taking Action on Concerns.

Particular considerations for cases where peer on peer abuse is a factor include:

- What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Is the incident a one off or a sustained pattern of abuse? Were other children and /or adults involved? Has a crime been committed?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others i.e. other children in school/college, adult students, school/college staff, in the child's household, extended family, peer group or wider social network?
- What are the wishes of victims in terms of how they want to proceed?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. This may include consideration of the alleged perpetrator being removed from any classes they share with the victim, ensuring there is a reasonable distance apart within the Hub premises and on transport to and from the setting.

All decisions will be made in the best interests of the child and on a case by case basis with the DSL taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social care and the Police as required. The DSL will refer to relevant assessment tools and guidance as appropriate such as:

- [Sexual Violence and Sexual Harassment between children in Schools and Colleges](#)
- [Sexting in Schools and Colleges: Responding to incidents and safeguarding young people](#)
- [Brook Traffic Light Tool](#)

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the DSL and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the perpetrator. These will consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and if appropriate adult students and staff) at the school/college, especially any actions that are needed to protect them.

All reports of peer on peer abuse (including sexual harassment and/or sexual violence) will be recorded in the child's safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans must be recorded in writing as outlined in Section 4. Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through children's social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with Children's Social Care as outlined in the Progression 2Work safeguarding children procedures. All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. Where the victim or alleged perpetrator transfer to another education setting the DSL will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff. See Section 4 Taking Action on Concerns - record keeping.

**Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to Children's Social Care and where appropriate the Police.**

## **6. Safer Recruitment and Selection of Company Staff**

Progression 2Work has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse children or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the company, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works for Progression 2Work, including volunteers will have Enhanced Disclosure and Barring (DBS) and where necessary, disqualification by association checks.

[Disclosure and Barring \(DBS\) and teacher status checks. Governors and all relevant staff will also require section 128 checks.](#)

### **'Extended school' and off-site arrangements**

Where extended school activities are provided by and managed by Progression, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

### **Visitors to the Hub**

The Hub premises provide a safe learning environment with secure access. This process includes ensuring all visitors to the school are suitable and are checked and monitored as appropriate.

## **7. Allegations against teachers and other staff (including supply staff and volunteers)**

Safe recruitment practices are vital whenever someone is recruited to work with children however this is not the end of the matter. The majority of children and the majority of people who work with children have their safety and welfare at heart, but all staff should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against the member of staff, (including supply staff and volunteers) that they have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

### **Supply Teachers**

Whilst Progression 2Work are not the employer of Supply Teachers, we will ensure allegations are dealt with properly, under no circumstances will Progression 2Work decide to cease to use a Supply Teacher due to safeguarding concerns, without finding out the facts and liaising with Local Authority Designated Officer (LADO) to determine a suitable outcome. All allegations against Supply Teachers will be investigated in accordance with Paragraphs 214 – 217 Part 4 of KCSIE.

These concerns will immediately be investigated by the Head Teacher/Hub Manager, where there are concerns/allegations about the Headteacher/Hub Manager, this should be referred to the Directors.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

### **Duty to refer to DBS**

Progression 2Work will uphold our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

### **Initial actions following an allegation**

- The person who has received an allegation, or witnessed an event, will immediately inform the Hub Manager (or the Directors if the allegation is against the Head Teacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc. This should then be signed and dated.
- Staff may consider discussing any concerns with the DSL and may make any referral via them.
- The Headteacher or Directors where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage, unless it is necessary to address the immediate safety of children.
- The Headteacher or Directors may need to clarify any information regarding the allegation, no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by children social care and/or police.

- The Headteacher or Directors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 10. The discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Headteacher will inform the Directors of any allegation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, legal advice will be sought. Please also see complaints and whistle blowing policy.

**Allegations directly involving Head Teacher / Directors**

- If the allegation is against the Head Teacher, this is reportable to the Directors Joh Varley or Phil Varley with the previous procedure followed.
- If the allegation is against the Directors of the company, this would be reportable by the Head Teacher to LADO.

## **Appendix 1 Types of abuse and possible indicators**

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by things like bullying without outwardly showing signs; and
- Communication barriers and difficulties in overcoming these barriers. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems, and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

### **Physical Abuse**

Physical abuse 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<sup>2</sup>.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens<sup>3</sup>. Babies and disabled children also have a higher risk of suffering physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained.
- Bruises or cuts.
- Burns or scalds; or
- Bite marks<sup>4</sup>.

### **Emotional Abuse**

Emotional abuse is 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 children that they are worthless or unloved, inadequate, or valued in so far 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 the child's developmental capacity, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger,

<sup>2</sup> HM Government (March 2015) Working Together to Safeguard Children, page 92

<sup>3</sup> Brandon et al., (2010) Building on the learning from Serious Case Reviews: A two-year analysis of child protection database notifications 2007-2009, Department for Education, 2010

<sup>4</sup> HM Government (March 2015) What to do if you are worried a child is being abused: advice for practitioners

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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual Abuse (and exploitation)**

Sexual abuse is any sexual activity with a child. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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 a sexually inappropriate way, 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.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you would not expect them to have.
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections, or underage pregnancy.

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

**Some of the following signs may be indicators of sexual exploitation:**

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college, or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being

Staff should also remain open to the fact that child sexual exploitation can occur without any of these risk indicators being obviously present.

Remember exploitation can take many forms, including sexual and criminal exploitation, e.g. Criminal Child Exploitation, including county lines. Children can be exploited in several ways. Child exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case).

See [Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#) (2017), DfE

### **Neglect**

Neglect is 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 because 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

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

#### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive, or self-harm.
- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

### **Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is a risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day to day and identify whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how this children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSL or a deputy.

See links below for guidance preventing and tackling bullying, and mental health and behaviour in schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people, including its guidance promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See rise above for links to all material and lesson plans.

[Preventing and tackling bullying](#)

[Mental health and behaviour in schools](#)

[promoting children and young peoples emotional health and wellbeing](#)

[Rise Above](#)

## **Appendix 2 Seven Golden Rules to Sharing Information**

1. Remember that the General Data Protection Regulation (GDPR). Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being, base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely. (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from [information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#). (2018) HM Government

### **Appendix 3                      Role of the Designated Safeguarding Lead (DSL) and deputies**

The Board of Directors should appoint an appropriate member of staff, from the company **leadership team**, to take the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This person should have the appropriate status and authority within the company to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children.

#### **Deputy designated safeguarding leads**

Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately training 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.

Deputy designated safeguarding leads

Philip Varley

Johanne Varley

#### **Manage referrals**

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority Children's Social Care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make a referral to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

#### **Work with others**

- Act as point of contact with the three deputy safeguarding partners.
- Liaise with the Headteacher to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the case manager and designated officers at the local authority (also known as local authority designated officer/LADO) for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff.

#### **Undertake training**

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 every two years.

The designated safeguarding lead should undertake Prevent awareness training.

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 leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

- 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.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs or a disability and young carers.
- Understand the importance of information sharing, with the DSL and Deputies, other agencies, organisations, and practitioners.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- 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.

### **Raising awareness**

- The designated safeguarding lead should ensure the Progression 2Work policies are known, understood, and used appropriately.
- Ensure the 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 is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

### **Availability**

During term time the Designated Safeguarding Lead (or Deputies) will be available for contact (during school hours) for staff in the Hub to discuss any safeguarding concerns. Should the DSL or Deputies be unavailable – contact the Head Teacher/Hub Manager or other SLT to share concerns. If an urgent concern call 101 or Nottingham social care on 01158 764800

For Progression contact out of hours can be made by calling DSL and Deputies via mobile phones.

**Appendix 4**

**Children’s Social Care Child Referral Form**

This referral form should be used to support a telephone referral to Social Care and should be submitted within 48 hours of the call. It can also be used to make non-urgent referrals.

**Section 1: Details of the child/family you wish to refer**

Referral date:

**Details of all children or young people living at the household**

First Name	Surname	DOB/EDD	Gender	Ethnicity	Disability	Who has PR*

\*Parental Responsibility

**Family and other household members**

First Name	Surname	DOB	Gender	Ethnicity	Disability

**Household address**

Postcode:  Telephone:

**Section 2: The referrers contact details**

Name	Job title/Role	Agency address
Phone number		Email

- Have you spoken with someone in Children’s Social Care already? Yes  No
- Are you likely to have on-going contact with this family? Yes  No

**Section 3: Reason for referral**

- Have you spoken with someone in Social Care already? Yes  Date: \_\_\_\_\_ No
- Have you completed an Early Help Assessment? Yes  No

If 'Yes', complete sections 3, 6 and 7 only and attach a copy of the EHA and TAF documents to this referral form.

If 'No', why have you been unable to complete the EHA?

**Reason for referral.** Please give:

- A summary of the key issues concerns and risks
- Your view on the level of urgency
- What, if anything, has been done in relation to this already
- Details of what you are asking for from Children's Social Care.

Please attach all relevant assessments or reports.

**Threshold scaling**

Using the information, you have provided please tick the safety and well-being scale below to indicate what level of need you consider this referral suggests.

- Low level need**  
Where need is relatively low and where individual services and universal services may be able to address the child's needs without the involvement of other services.
- Emerging need**  
Where a range of early help services may be required. Co-ordinated through an Early Help Assessment where there are concerns for a child's well-being are not clear, not known or not being met.
- Complex or serious needs**  
Where without the intervention the child would become at risk of significant harm or the needs are such that without intervention the child's health or development would be seriously impaired. Help is provided as a child in need under Section 17 of the Children Act (1989) via a specialist in-depth assessment and following this at least initial co-ordination of services via the Social Worker.
- Child protection concerns**  
Where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm because of abuse or neglect. Under Section 47 of the Children Act 1989, local authority Children's Social Care must make enquiries and decide if any action must be taken to protect the child.

**Information sharing**

- Have you discussed this referral with the child/young person? Yes   
No
- Have you discussed the referral with the person with PR? Yes   
No
- Has the child/young person/person with PR given their consent for other agencies to be contacted? Yes   
No

If any agencies have been excluded from this, please state which:

- Are you aware of any risks to staff from any member of the household? Yes  No
- If 'Yes' please give details:

**Anonymity**

There is an expectation that when making a referral, professionals inform the family of the referral and identify themselves as part of the referral process. Information regarding the identity of the referrer will normally be shared with the family. If you consider that identifying you as the referrer will place you at level of risk, please explain below. A Social Worker will discuss this with you.

- Do you need to remain anonymous? Yes   
 No

If 'Yes', please explain why?

--

**Section 4: Other family or household members or significant others**

e.g. parents, stepparents, grandparents, half siblings, step siblings or adult siblings.

First name	Surname	DOB	Gender	Ethnicity	Disability	Relationship to child

**Address if different**

Name	Address and postcode

**Section 5: Other professionals/agencies involved**

Child/young person	Nursery/school/college	GP/Medical Centre

- Are other professionals or agencies involved other than the above? Yes  No

If 'Yes', the name and address/work base of the other professional/agency

Name	Address/work base

## Appendix 5 – Covid-19 including Risk Assessment

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Overarching Responsibility of all areas mentioned below = Johanne Varley & Philip Varley

Overall Responsibility of Managing Premises = David Geldard

(includes staff illness, cover arrangements)

Responsibility of Managing Premises = All Staff

Overall Responsibility of Health & Safety to Staff & Students = Philip Varley

(includes reviewing risk assessments and implementing any measures to ensure that safety is maintained for wider opening)

Responsibility of Health & Safety to Staff & Students = All Staff

Overall Responsibility of KCSIE – Johanne Varley

(includes Covid-19 implemented within KCSIE)

Responsibility of KCSIE – All Staff

### **Purpose of this guidance/risk assessment**

Progression 2Work Wrap Around Learning Hub staff must follow this guidance to minimise the risks of coronavirus (Covid-19) transmission. It also includes the process which should be followed if anyone develops coronavirus (Covid-19) symptoms while at school.

Please be aware that since May, as a result of the outbreak, it has been necessary for temporary changes to SEND legislation, therefore Section 42 of the Children and Families Act 2014 has been modified to ensure reasonable endeavours to secure or arrange the specified special educational/health care provision in EHC plans. Committed to removing these flexibilities as soon as possible so that children and young people can receive the support they need to return to school. As such, unless the evidence changes, there will be no further issuing on national notices to modify the EHC duties but will consider whether any such flexibilities may be required locally to respond to outbreaks. These changes are currently in force until 25<sup>th</sup> September.

All education settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed.

**Covid-19 Risk Assessment and Procedure**

Progression 2Work will comply with Health and Safety Law which requires us to assess risks and put in place proportionate control measures.

Progression 2Work have thoroughly reviewed the Health and Safety Risk from Covid-19 and drawn up plans to minimise the risk to all students and staff.

- A requirement that all people ill should stay at home.
- Robust hand and respiratory hygiene
- Enhanced cleaning arrangements
- Active engagement with NHS Test and Trace
- Formal consideration of how to reduce contacts and maximise distance of those in school and wherever possible, minimise potential for contamination so far as is reasonably practical.

This will be achieved by

- Grouping students together
- Arranging classrooms with forward facing desks wherever possible
- Staff maintaining distance from students wherever possible
- Enhanced Hygiene controls

**Controls and Protective Measures**

Risks	Controls
Transportation to and from Progression Hub	Disposable face masks to be worn by everybody within the vehicle. Wipe down services with disinfectant wipes after vacating vehicle (including door handles, internal and external, steering wheel, gear levers, handbrakes, sat nav, seats) – dispose immediately into a bespoke bin bag kept within vehicles complete with all disposable face masks which have been worn, and then apply hand sanitiser.
Arrival at Progression Hub	All individuals entering the building must immediately apply hand sanitiser.
Personal Hygiene	All Staff and Students to sanitise hands during and after each lesson, using provided sanitisers.  All Staff and Students to wash hands with soap and water before and after breaks/lunch. Including any toilet breaks.  Using provided tissues to cough/sneeze into, and follow poster advice to catch it, bin it, kill it.
Respiratory Hygiene	Keep windows open in rooms wherever possible.
Building Hygiene Bins	Bins to be emptied and disposed of daily, or as and when before any overflow
Building Hygiene General	All door handles and frequently touched surfaces to be cleaned with disinfectant wipes as often as possible but at least twice daily
Building Hygiene – Toilets	All toilets to be cleaned after each break and last thing at night.

<p>Social Distancing</p>	<p>Desks to be facing forward and separated, no face to face seating unless 1 metre apart, where impossible to be separated. Only 1 person on the stairs and no passing on the stairs at any time.</p> <p>Student Lounge/Kitchen has been marked out to aid social distancing, please keep 1 - 2 metres apart where possible.</p>
<p>Person showing symptoms at home</p>	<p>Anyone showing symptoms at home (or a family member living in the same household) must not attend school under any circumstances, they must self isolate for 7 days, and are advised to contact <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a></p> <p>Progression staff to inform the students role school and gain a self-test should any symptoms become apparent, also inform parents of other students immediately if it is a confirmed case.</p>
<p>Person showing symptoms at Progression Hub</p>	<p>If anybody in the setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell they must be sent home. They must be advised to follow stay at home guidance for households with possible or confirmed Covid-19infection.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></p> <p>which sets out that they must self-isolate for at least 7 days and should arrange to have a test. If other members of the household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Progression staff to inform the students role school and gain a self-test should any symptoms become apparent, also inform parents of other students immediately if it is a confirmed case.</p> <p>Anybody showing symptoms must immediately be isolated within a separate room and closed door, with a member of staff, PPE involving a face mask should be worn by the member of staff, and wherever possible a distance of 2 meters should be kept between them. If the infected person needs to use the toilet it should be immediately cleaned after use, as should the isolation room.</p> <p>Parents / family and Role School to be immediately contacted to arrange collection, where this is not possible Staff member should return the student/staff member to home address, ensuring masks are worn at all times, and decontaminate the vehicle immediately once vacated. Ensure all used masks are disposed of safely and ensure hands are sanitised and cleaned.</p> <p>If any symptoms are severe call 999.</p>

<p>Classroom Setting</p>	<p>All desks to be forward facing rather than face to face. Each student will be provided with a unique pack containing all the equipment that will be required for that lesson, this must not be shared with any other student.</p> <p>Computers to be wiped down prior to use of each person using them.</p> <p>Each desk will have a pack of tissues and hand sanitiser for personal use of each student and staff desks.</p> <p>Desks and chairs to be spray disinfected immediately after each use, including staff desks/chairs.</p>
<p>Engage with the NHS Test and Trace Process</p>	<p>All staff members should familiarise themselves with all current NHS test and trace guidance at <a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a></p>
<p>Educational Visits and/or Fitness/Work Experience Placements</p>	<p>Prior to visits all establishments will be risk assessed as per normal procedures. Staff members should carry and use disinfectant wipes, when students or staff are using equipment, Sanitisers should also be carried by all staff and students and applied regularly.</p>
<p>Contain any outbreak by following local health protection team advice</p>	<p>All Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Settings should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, settings must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with a case for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin)</li> <li>• proximity contacts - extended close contact (within 1-2 metres for more than 15 minutes) with a case</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul>

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend settings keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups (see section below for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Settings must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '[Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period - this is because they could still develop the coronavirus (COVID-19) within the remaining days
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period) - their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following '[Stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

If settings have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure - perhaps the whole site or year group. If settings are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a setting is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole setting if necessary, in line with routine public health outbreak control practice.

## Appendix 6 – Induction Training Check List

Progression2Work: Induction Training Requirements

Before commencing regulated activity at Progression 2work staff will need to complete the following Training in Safeguarding (if not already held).

Joh Varley will retain a copy of your certificate as soon as course is completed. It will be placed in the individuals HR file in the CPD section and within the Safeguarding File.

Staff may be required to complete other training during Induction or at times during their contract because of changing need, gaps in knowledge, statutory renewal, or individual request for career development.

Some training is only required for Senior Leaders.

Title	Provider	Renewed	Signed Off
Safeguarding Advanced (Level 2)			
DSL Training (Level 3) for Senior Leaders			
First Aid			
FGM			
Safer recruitment (for Senior Leaders)			
Prevent Basic Awareness	Home office		
Channel	Home Office		
Child Sexual exploitation			
E Safety			
GDPR			
Staff Code of Conduct			
KCSIE			