



Child Protection/Safeguarding Policy

Issue 9

Updated September 2023

To be reviewed September 2024 or before in response to Government guidance.

Please read in conjunction with Addendum 'Additional arrangements for Safeguarding and Child Protection' Covid 19 (Although no current measures are in place we are continuing to monitor the advice given).

If you have a Child Protection concern about a student, please contact Sue Davison who is the Designated Safeguarding Lead for the Company on sue@foundationfutures.org.uk (in the first instance) or Jennie Maughan (nee Dixon) who is the Deputy Safeguarding Lead on jennie@foundationfutures.org.uk

Background to the Policy

Foundation Futures CIC and CIO (The Company) fully recognises its responsibilities for child protection.

This Policy applies to: All staff and volunteers working for the company.

This Policy came into effect on: 1st September 2023

Statement of the policy

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues, including sexual exploitation and radicalisation, child on child sexual harassment and violence, with all staff and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Establishing a safe environment in which children can learn and develop.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the Company whom they can approach if they are worried.
- Include opportunities to develop the skills they need to recognise and stay safe from abuse, exploitation and radicalisation.

We will follow the procedures set out by the Local Safeguarding Children Board and take

account of guidance issued in the Keeping Children Safe in Education document (updated September 2023) and the Prevent Duty Guidance (April 1st 2021).

- Ensure we have a designated safeguarding lead for child protection/ strategic lead for Prevent who has received appropriate training
- Ensure we have a nominated member of the Board of Trustees / Advisory Board responsible for child protection
- Ensure every member of staff knows the name of the designated safeguarding lead responsible for child protection and his/her role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Notify feeder school / organisation if there is an unexplained absence
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept centrally and securely and separate from the main student file.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Make all new staff, through induction, aware of our procedures and attitudes towards child protection and their role in promoting and protecting the welfare of all children.
- Update knowledge and awareness of staff through annual training

The Company will endeavour to support students through:

- The content of the programmes and 'Learner Review' process
- The Company ethos, which promotes a positive, supportive and safe environment to give students a sense of being valued.
- The Company Behaviour Policy which is aimed at supporting vulnerable students in our care.
- Ensuring that each student knows that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred
- Regular liaison and communication with feeder school / organisation

Child Protection Policy - Reference documents:

- Reference Document A: Key Actions
- Reference Document B: Key concepts and definitions
- Reference Document C: Specific safeguarding advice
- Reference Document D: Guidance on receiving a disclosure
- Reference Document E: Links to other procedures
- Reference Document F: Standards for effective child protection practice in schools
- Reference Document G: References and useful source of information and advice
- Reference Document H: Child protection procedures

Reference Document A: Child Protection Process. This document outlines what action should be taken when there are concerns about a child's welfare.

Reference Document B: Key concepts and definitions. This document outlines the definition of significant harm, the categories of harm/abuse and Early Help.

Reference Document C: Specific safeguarding advice. This document outlines specific safeguarding issues in addition to significant harm and the categories of abuse and neglect.

Schools are asked to ensure that ALL read Keeping Children Safe in Education 2023 – Part 1 and ALL are aware of this document.

Reference Document D: Guidance on receiving a disclosure. This document outlines what should be considered when in receipt of a disclosure and how this guidance should be applied alongside other principles/practices that operate in the Company – including (but not limited to) staff awareness raising and training.

Reference Document E: Links to other procedures in the Company. This document outlines that the child protection policy should be read in conjunction with other related policies in the Company

Reference Document F: Standards for effective child protection practice in schools. This document outlines best practice guidance that all schools should have in place to support a child/young person's wellbeing, welfare and safety

Reference Document G: References and useful sources of information and advice. This document outlines further references and resources of information both local and national, which the Company may find helpful when reviewing and implementing its child protection policy.

Reference Document H Child protection procedures document which is given to all staff annually, following CP training

APPENDICES

Appendix 1 Confirmation of receipt of Child Protection policy

Appendix 2 Welfare Concern form

Appendix 3 Record of Concern form

INTRODUCTION

KEY KCSiE Updates from September 2023

There are few updates in September 2023 following a more comprehensive update in September 2022 (below). These include:

- Clarification that being absent from sessions, as well as missing can be an indicator of safeguarding concerns such as sexual abuse, sexual exploitation and child criminal exploitation.
- Confirm policies regarding filtering and monitoring of use of computers (or any device linked to the internet) whilst in the care of Foundation Futures.

KEY KCSiE Updates from September 2022

- The term 'child-on-child' abuse replaces the term 'peer-on-peer' abuse (merging the DfEs advice on sexual violence and sexual harassment between children with KCSiE policy)
- Disclosure - updated guidance includes a new paragraph setting out that children may not feel ready or know how to tell someone they are being abused.

- Domestic Abuse - has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:
Can be psychological, physical, sexual, financial or emotional
Can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.
- Training for governors and trustees - New content emphasises the need for governors and trustees to receive appropriate training on safeguarding and child protection at induction and then at regular intervals to ensure that they can scrutinise the organisation's Safeguarding Policies and Procedures.
- Human Rights Legislation - updated guidance to clarify that being subjected to harassment, violence and/or abuse may breach children's rights as set out in the Human Rights Act.
- Equality Legislation - In our setting - the need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.
- Online Safety - updated to include regular reviews of the effectiveness of current online filtering and monitoring systems. All staff should be aware of and understand the systems currently in place, how to manage them effectively and how to escalate concerns when identified. For The Company, we communicate with parents the importance of keeping children safe online and also highlight on our website potential e-safety concerns parents should be aware of.
The Company will share with parents/carers the systems we have in place to monitor and filter online use, what tasks we would ask pupils to complete online and sites to access where necessary and who (if anyone) from The Company their child may interact with online.
- LGBTQ+ pupils - guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members (already available).
- Safer Recruitment - CVs are only acceptable alongside a full application form and is not sufficient on its own to support safer recruitment.
- Checks - organisations should consider online searches as part of their due diligence checks on short-listed candidates.
- Allegations - Learning Lessons - this applies to all cases and not just those which are concluded and found to be substantiated.
- Low Level Concerns - the DSL / deputy DSL should be apprised quickly of concerns which are considered to be low level concerns. The DSL (in The Company's case is a Director) will make the final decision on how to respond. The Company should consult with their LADO if they are unsure if the concern regarding a staff member/volunteer/external provider meets the harm threshold.
- Child-on-Child sexual Violence and sexual harrassment - new information is included emphasising - the importance of explaining to children that the law is in place to protect rather than criminalise them; the importance of understanding intra-familial harms and any necessary support for siblings following incidents, and the need for organisations to be part of discussions with statutory safeguarding partners (in the case of The Company it is always the case that any incident is reported back to the school's safeguarding lead and we are always available to participate in meetings with statutory safeguarding partners).

Foundation Futures CIC / CIO (The Company) recognises the responsibility we have regarding arrangements for safeguarding and promoting the welfare of children. Those

statutory responsibilities are noted within the following legislation and recognised as binding on us as an Alternative Education Provider.

Section 175 of the **Education Act 2002** states;

A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.

The (Company) shall make arrangements for ensuring that their functions relating to the conduct of the (provider) are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

An authority or body mentioned in any of subsections (1) to (3) shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State or (in relation to Wales) by the National Assembly for Wales.

This legislation makes child protection responsibilities clear and places an obligation on us to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in Working Together (2018) as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education September 2023 outlines:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. Company staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through the teenage years. We will be monitoring behaviour to identify potential mental health problems as this can also be an indicator that the child has suffered or is at risk of suffering abuse, neglect or exploitation.

We will be particularly alert to the potential need for a child who:

- is disabled and has specific additional needs
- has special educational needs (with or without an EHC plan)
- is a young carer
- is showing signs of being drawn into antisocial, criminal behaviour, including gang involvement and organised crime groups
- is frequently missing/goes missing from home/care
- is at risk of modern slavery/trafficking or exploitation

SAFEGUARDING POLICY

We define safeguarding as being broader than 'child protection'. Safeguarding confirms what we do for all children and is linked to our overall culture and ethos. It is child centred and ensures that at all times we work in the best interests of the child to ensure that our programmes provide a safe place for all of our children and young people to be.

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.

We define children and young people on our programmes currently as being children within the age ranges of 5 to 18 years, as appropriate we operate in accordance with 'No Secrets' and the previous Protection of Vulnerable Adults (POVA) guidance (now Adult's guidance) to ensure that any young person who is over the age of 18 who continues to receive education with the Company is provided for within our safeguarding arrangements.

We accept and expect ALL in the Company to understand that safeguarding is everyone's responsibility.

As a Company which provides education, we act in the best interest of all children and ensure we take all reasonable steps to prevent them from harm. Having appropriate safeguards in place not only protects and promotes the welfare of children/young people, but also enhances the confidence of students, staff, volunteers and parents/carers.

CHILD PROTECTION POLICY

Our child protection policy demonstrates our commitment to safeguard children from harm. The essential inclusions are outlined below:

- The welfare of the child is paramount
- We are clear on reference to principles, legislation and guidance that underpin the policy
- We are clear that the policy applies to ALL working with or supporting children within our Company and ALL are clear on their role and responsibilities
- All concerns and allegations of abuse will be taken seriously by directors, staff, volunteers and Advisory Board and responded to appropriately - this may require a referral to the designated contact at the local authority or school, children's social care services, the Designated Officer for the Local Authority (DO) as appropriate.
- Arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice
- Reference to all associated policies and procedures which promote children's safety and welfare e.g. with regards to: health and safety, anti-bullying, protection of children online.

Equality of Application

- No child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs
- All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs

Our policy is to be reviewed, approved and endorsed by the Directors, Board of Trustees and Advisory Board annually or when legislation changes.

Recruitment

We operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of KCSiE 2023

Communication

Children and parents/carers are informed of the policy and procedures and copy is placed on the Company website

Child Protection Procedures and Systems

These are the procedures and systems which provide clear step-by-step guidance on what to do in different circumstances and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also in place to ensure implementation and compliance. Our child protection procedures are linked to those of the relevant feeder school / organisation / Local Authority

Our procedures and systems include:

Responsibility

A named senior designated safeguarding lead (and deputy) with a clearly defined role and responsibilities in relation to child protection.

Clarity of Understanding

A description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a staff member or volunteer.

Responsibilities are clearly understood

- Relevant contact details for children's services, police, health, the Local Authority Designated Officer (DO), Child Exploitation Online Protection Centre (CEOP) for eSafety concerns and NSPCC helplines are made available to ALL
- A code of behaviour for directors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures
- Safe recruitment, selection and vetting procedures that include checks into the eligibility and the suitability of all staff and volunteers who have direct or indirect contact with children
- Systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers
- Requirements for staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including the emerging issues of eSafety, domestic violence, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, race and racism and extremism.
- The Company understands their responsibility in line with the revised Prevent Duty guidance 2021 and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- The Company uses every opportunity to build students' resilience to radicalisation by promoting fundamental British values.
- Our safeguarding policy and procedures are tailored to our learners and their needs and take into account any particular vulnerabilities of the children with whom we have

contact, including those who are at increased risk of abuse due to either their age and/or dependence on adults.

Record Keeping/ Confidentiality

- A process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation.
- Guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.

SAFEGUARDING / CHILD PROTECTION POLICY

INTRODUCTION

There are four main elements to our safeguarding / child protection policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a supportive, protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases of harm/abuse.

SUPPORT TO PUPILS who may have been harmed/abused.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN including staff, agency workers, volunteers (including Trustees and Advisory Board), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

The safety and well-being of all pupils is our highest priority. It is our responsibility to:

- Know every child and young person as an individual

Provide a secure and caring learning environment so that every child and young person can:

- Learn in safety
- Develop his/her full potential
- Feel positive about him/herself as an individual

We will therefore provide staff induction which includes:

- Relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Code of Conduct/Behaviour Protocol, role of the Designated Safeguarding Lead (DSL)
- Provide induction training to ensure all new staff and volunteers can attend appropriate child protection training as soon as reasonably possible after their appointment.
- Provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice.
- Ensure that all staff receive training on child protection at least every year
- Ensure that the DSL (s) and/or deputy attends (NTSCB) Multi-Agency Training every two (2) years

- In addition to DSL formal training and any general staff updates, the DSL (and deputy) utilise support from the local authority to update their knowledge and skills at least annually.

We will ensure that children/young people know that there are adults in the Company whom they can approach if they are worried or in difficulty.

- We will establish and maintain a culture where children/young people feel secure, are encouraged to talk and are listened to
- Encourage and reinforce essential skills for every child/young person such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life
- Include activities and opportunities which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced programme.
- Challenge, in an appropriate manner, any behaviours that constitute child on child abuse.
- Ensure that appropriate filters and monitoring systems are in place but that “over blocking” does not lead to unreasonable restrictions as to what children can be taught.

CHILD PROTECTION PROCEDURES

As a Company, we currently follow the procedures set out in interagency procedures produced by the relevant Safeguarding Children Boards (North Tyneside, Newcastle upon Tyne and South East Northumberland). We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate.

We will also contact the Front Door Service (see the information attached at the end of this policy - contact details) as the first point of contact for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASCT (Multi Agency Screening and Co-ordination Team) for North Tyneside, which has a duty team who offer information, support and services including information about early help and will respond to concerns.

We ensure that all staff are:

- Aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people.
- Aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately.
- Understand the need for and respect the appropriateness of the DSL (or any deputy)
- disclosing any information about a student to other members of staff on a need to know basis only.
- Aware that any information a child/young person discloses regarding harm/abuse of themselves or of another child/young person must be shared as appropriate, and cannot be kept secret.

To ensure child protection is effective we also have 4 areas of focus to help ensure that child protection procedures are easier to understand for ALL and better ensure we are operating our child protection procedures effectively. Each area of focus is of equal importance:

1. Training & Awareness for All

- All staff will be provided with child protection training, immediately that they are appointed.
- The training offered to all staff will also be made available to volunteers who have direct contact with children/young people and also any workers who are on placement with the Company at the point of time the training is delivered.
- ALL will also receive regular safeguarding and child protection updates (regularly but at least annually) from the DSL and the Dp. DSL which is in line with advice and changing practice.

ALL are provided with additional reference documents – included within our policy to ensure that they understand:

- Key concepts and definitions relating to significant harm, the categories of harm and abuse, Early help and signposts to further reading on specific safeguarding issues **(attached as reference document B)**
- Guidance for staff on receiving a disclosure **(attached as reference document C)**
- Information relation to the other policies which support safeguarding and child protection **(attached as reference document D)**
- Actions to take when there are concerns about a child **(attached as reference document E)**

In accordance with KCSiE 2023, linked to research from Serious Case Reviews, where it has been shown the dangers of failing to take corrective action, poor practice has included:

- Failing to act on and refer the early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

We have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the Dp DSL who will ensure that information is appropriately recorded, reviewed and any necessary actions taken.

2. Role & Responsibilities of the DSL & Deputy DSL

- The DSL and the Dp DSL are responsible for ensuring that ALL are issued with a copy of KCSiE 2023 and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document
- Issue to all staff as part of this procedure a copy of pages 16 to 22 of KCSiE 2023 – actions where there are concerns about a child
- Ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this referral guide
- Ensure that all policies, procedures, guidance and practice are in place within the Company to ensure effective safeguarding and child protection
- Ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way
- Work with the feeder school / organisation / Local Authority and other agencies to ensure that we are able to fulfil our duties and responsibilities in relation to Safeguarding and Child Protection arrangements.

- Ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately by the Company.
- Ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations.

3. Safeguarding in Practice

The DSL will ensure all **relevant** persons:

- Know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/Dp DSL and understand their personal responsibility with regards to safeguarding and child protection matters.
- Understand that staff are in an important position to identify concerns early and provide help for children, where relevant and prevent concerns escalating
- Ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the Dp DSL
- Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child.

For teaching staff - the DSL and Dp DSL will:

- Ensure that each teacher understands their duties as a teaching professional
- Know that if a child/young person's situation does not appear to be improving the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy
- Understand the need to be vigilant in identifying cases of harm/abuse and are able to **immediately** report concerns when they arise;
- Know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate and cannot be kept secret.
- Know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm
- Ensure confidentiality protocols are adhered to and information is shared appropriately
- Understands that the DSL or the Dp DSL will disclose any information about a pupil to other members of staff on a need to know basis only
- Recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be:
 - addressed
 - managed sensitively and effectively
 - dealt with in a timely manner
 - dealt with in accordance with Company agreed policies/practices, including Whistleblowing Policy.
- Understand that if they have a concern about another adult (including agency workers, volunteers, other staff/adults,) they must refer the matter to the Directors whose contact details are noted at the end of this document.

- Where the concerns are about the Directors, they should refer the matter to Chair of the Advisory Board (whose contact details are noted at the end of this document) - as outlined in Part 4 of KCSiE 2023 and as noted to all as part of induction and training protocols

4. Teaching & Learning

The DSL will be required to ensure as appropriate to Company programme delivery that:

- Children are taught about safeguarding, including online, through teaching and learning opportunities.
- As we increasingly work on line we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place
- The appropriate filters and monitoring systems that we have in place do not “over block”, nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- In accordance with Annex E Regulated Activity of KCSiE 2023 we have in place a policy that recognises that technology has become a significant component of many safeguarding issues.
- We have in place an effective approach to online safety which empowers us to protect and educate in the use of technology and have established mechanisms to identify, intervene and escalate any incident where appropriate
- Staff have an awareness of risk taking behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting which put children in danger
- Staff have an awareness that issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting
- Staff are clear as to the policy and procedures for managing allegations made against other children/young people including child on child abuse

Recording Safeguarding Concerns

Records of safeguarding concerns are written up quickly whilst still clear in the mind of the member of staff receiving the concern/allegation or disclosure. The process of who that information was passed along to is also recorded. The reports are kept electronically on a password secured server in the business and paper copies are kept in a locked cupboard.

SUPPORTING PUPILS

We recognise that children/young people, who are harmed, abused or witness violence/abuse may find it difficult to develop a sense of self worth, they may feel helplessness, humiliation and some sense of self-blame. Our programmes may be the only stable, secure and predictable element in the lives of children/young people at risk.

Following guidance provided in KCSiE 2023 we recognise that for children with SEN and disabilities, that their SEN or disability needs may be seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND also have a higher risk of being left out, of being isolated from their peers, and disproportionately affected by bullying. We will ensure that children with SEN and disabilities have greater availability of mentoring and support. The Company also recognises the need for young people identifying as LGBTQ+ need a safe space to speak out or share concerns.

Child Sexual Violence and Sexual Harassment / Child-on-Child abuse (Part 5 KCSiE)

Sexual violence and sexual harassment can occur between two children of any age and sex. It 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, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

We recognise that children are also vulnerable to physical and emotional abuse by their peers or siblings. There are a number of factors that make children more vulnerable to child on child abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities). Research tells us girls are more frequently identified as being abused by their peers. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience child on child abuse, but they do so in gendered ways. A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers. Relationship abuse is unacceptable behaviour between two people. You don't have to be an 'official couple' to experience abuse and it doesn't matter what your relationship looks like; gay, straight or bi, or whether you're a girl, boy or have another gender identity. Such abuse will always be taken seriously and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to child on child abuse. While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

With this understanding, we will endeavour to support pupils through:

- The content and delivery of our programmes to encourage self esteem and self motivation
- The Company ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued
- The Company's behaviour policy which is aimed at supporting vulnerable students

- Ensuring all staff are aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the pupil's sense of self worth. Behaviour is unacceptable but that s/he is valued and not to be blamed for any harm/abuse, which has occurred.
- Liaison with the feeder school / organisation, and where relevant other agencies which support children / young people.
- A commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so
- Recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection
- Vigilantly monitoring children/young people's welfare, keeping records in accordance with the Company record management practices and notifying the feeder school / organisation or Children's Services as appropriate soon as there is a recurrence of a concern.

To support the operation of this policy we have in place guidance which ensures:

- Assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration
- Recognises that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Support is provided so that communication barriers and difficulties are not a barrier to children being able to raise concerns and being supported to voice those concerns

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

We will:

- Operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to KCSiE2021 for all staff and volunteers before individuals are appointed.
- Ensure that at least one director is trained in Safe Recruitment Practices
- Ensure all other relevant DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to

Allegations Management:

- Implement Guidance for Dealing with Allegations of Abuse Against Staff and Safer Working Practices for Adults who work with Children and Young People and all other relevant Safeguarding and Child Protection policies.
- In the event of an allegation against staff, the Company will take legal advice as appropriate e.g. Consult with the Designated Officer in the relevant Local Authority
- Ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the Company and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable
- Ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents
- Ensure that staff and volunteers are aware that behaving in a way that indicates they may not be suitable to work with children and /or have sexual relationships with pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)

Foundation Futures CIC

Contact Details for Child Protection and Safeguarding

Contact phone number 07918153673

Designation/Role Contact Details

Director – Sue Davison Designated Safeguarding Lead
sue@foundationfutures.org.uk

Director – Jennie Maughan (nee Dixon) Designated Deputy Safeguarding Lead
jennie@foundationfutures.org.uk

Chair of The Board of Trustees – Craig Bankhead
craig@gatesheadopa.org.uk

External Partner Agencies

Designated Officers:

LADO

North Tyneside Council:
Hayley Muir
Quadrant, Silverlink
Cobalt business park
North Tyneside
NE27 0BY

Tel: 0345 2000 109

Out of hours: **0330 333 7475**

Carol Leckie Northumberland
Safeguarding and Wellbeing Team Manager
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Adam.hall01@northumberland.gov.uk

Newcastle City Council : Susan Kirkley
Susan.kirkley@newcastle.gov.uk
0191 2773658

Front Door 0345 2000 109 **Out of hours:** 0191 200 6800 North Tyneside

Police Emergency and nonemergency number 999 or 101, non-emergency number

Prevent Duty Dedicated DFE Prevent 020 7340 7264

NSPCC National Whistle Blowing Help Line: 0800 800 500 help@nspcc.org.uk

Reference Document A

Actions where there are concerns about a child (from Keeping Children Safe in Education 2018)

In cases which also involve an allegation of abuse against a staff member, see Part four of Keeping Children Safe in Education (2023).

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged.

Chapter one of Working together to Safeguard Children provides detailed guidance on the early help process.

Staff have concerns about child

1. Referral not required, Company takes relevant action, possibly including early help and monitors locally
2. Referral made if concerns escalate
3. Designated safeguarding lead or staff makes referral to children's social care (and calls police if appropriate)
4. Follow advice from Social Services as required

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve-the child's best interests must always come first.

Reference Document B:

Key concepts, definitions and advice

All staff follow procedures which are consistent with 'Working Together to Safeguard Children 2018' and Keeping Children Safe in Education 2023)

Child Protection – is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken, to protect specific children who are suffering or at risk of suffering significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Children in need – Children who are defined as being 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account when deciding whether a child is in need under the Children Act 1989 are what will happen to the child's health or development without services being provided, and the likely effect the services will have on the child's standard of health and development. Local Authorities have a duty to safeguard and promote the welfare of children in need.

The concept of significant harm – Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies the compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm. There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of harm/abuse and neglect, the extent of premeditation, and the presence and degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in a family and in social circumstances where their health and development are neglected. For them, it is the corrosiveness of long term emotional, physical or sexual harm/abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

Children missing from education

A child going missing from education is a potential indicator of harm/abuse or neglect. The Company must ensure that staff will follow the procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of harm/abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that the Company ensures 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.

Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require early help. Factors that can increase vulnerabilities can include any children with additional needs including;

- Children with Special Educational Needs / Disabled children (SEND)
- Children facing housing issues such as frequent moves and homelessness
- Those living in families with chaotic lifestyles
- Families with increased stress, parental mental health and/or drug and alcohol dependency
- Children living elsewhere, with friends, relatives, are in care or are leaving care
- Asylum Seekers / Refugees
- Those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability
- Children at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse
- Children with communication difficulties
- Children without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

Neglect - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Abuse – a form 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 (e.g. via the internet). They may be abused by an adult or adults or another child. (KCSiE 2023 Pages 8-9, types of abuse or neglect).

Physical Harm/Abuse - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex

- repeated sexually transmitted infections
- in girls, repeated pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile phone
- having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers associating with other young people involved in sexual exploitation
- recruiting other young people into exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines. Criminal 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 purposes of transporting drugs. A referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county line exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect a vulnerable adult over the age of 18 years
- 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 linked to gender, cognitive ability, physical strength, status and access to economic or other resources. (KCSiE 2023)

Signs and Symptoms may include:

- persistently going missing from home or school
- being found out of area

- unexplained acquisition of money, clothes or mobile phone
- excessive receipt of calls and text messages
- relationships with older controlling individuals
- associated with gangs
- leaving home or care without explanation
- suspicion of self-harm, physical assault or unexplained injuries
- parental concerns
- significant decline in school performance
- significant changes in emotional wellbeing

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. What is FGM? It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Clitoridectomy: partial/total removal of clitoris
- Excision: partial/total removal of clitoris and labia minora
- Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour'
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening;

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as 27 non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay . As KCSiE now states: 'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those falling to report such cases will face disciplinary sanctions'

Further information:

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation
- Forced Marriage
- Breast ironing

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. (KCSiE 2023)

Signs and symptoms may include:

- Students may appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- Often students' symptoms can be exacerbated in the periods leading up to the holiday season.
- Students may present with a sudden decline in their performance aspirations or motivation
- They may be subject to excessive restrictions and control at home.
- Some students may not be allowed to attend any extra-curricular or after-school activities Girls and young women may be accompanied to and from school/college, and even during lunch breaks.
- Some students may stop attending school or college
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members.
- Students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness. Professionals being told that the student is out of the country.
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.
- Conflict between the student and their parents about whether the student will be allowed to continue their education
- Family history of older siblings leaving education early and marrying early

Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Duties on schools include:

- Effective partnership working with other local agencies, eg. Safeguarding Partners (former LSCB) police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of Local Safeguarding Partners' policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or,

increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes

Advocating violent actions and means;

- Association with known extremists
- Seeking to recruit others to an extremist ideology

Further information: www.gov.uk/government/publications/prevent-duty-guidance

What is the Early Help Assessment (EHA)? - An EHA provides an assessment when a child or young person and their family are identified as needing some additional help and it is thought they would benefit from coordinated support from more than one agency. An EHA provides an opportunity for the whole family to consider and prioritise their needs and build on their strengths within the context of their own family.

The approach is one where practitioners come together to;

- Share information
- Find out what support is required
- Work as a team around the family
- Create a single SMART action plan
- Contribute to and the support required
- Identify who else might be asked to help
- Regularly review progress

It is an assessment tool and as such it is not about making referrals, requests for additional services or used to pass families to another practitioner or team. It is not about form filling; it is about having a meaningful conversation with a family about their strengths and challenges, working out what they need and identifying the right people to provide the right support at the right time.

When concerns arise, the Company should consider the relevant Safeguarding Children Board's Threshold document, or other Local Authority support and where a child's needs are thought to be at an appropriate level for early help, should undertake an EHA to identify what help the child and family require and prevent the needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. If at any stage during the EHA process, there are worries that a child or young person has been harmed or is at risk of harm, normal safeguarding procedures must be followed.

The lead person for engaging in the process of EHA will be determined at the time with a named staff member being identified, however this does not exclude other members of school staff being asked to contribute to the assessment or becoming the lead worker in the early help process.

Professionals can ring the local Early Help and Co-ordination Team to find out if an EHA already exists for a child/family and for further information on the early help process.

Further reading

To ensure understanding of key concepts and definitions and specific safeguarding issues, All staff **must** read **Part One of Keeping Children safe in Education (KCSiE) 2023**
All staff working directly with children, must also read **Part 1 and Part 5 of Keeping Children safe in Education (KCSiE) 2023**

Part 1 of KCSiE2023 outlines further information on specific safeguarding issues including;

- A child missing from education
- Child sexual exploitation (CSE)
- So called 'honour based' violence (HBV) which includes but is not limited to, Female genital mutilation (FGM) which now has a mandatory reporting duty placed on teachers
- Forced marriage
- Breast ironing

Preventing radicalisation including

- The Prevent Duty
- Channel guidance

Part 5 of KCSiE2023 outlines further information on specific safeguarding issues related to Child on Child Sexual Violence and Harassment including;

- Responding to reports of sexual violence / sexual harassment
- Risk Assessments
- Action following a report
- Options to manage the report
- Safeguarding and supporting the victim
- Safeguarding and supporting the alleged perpetrator

Reference Document C - Guidance for staff on receiving a disclosure**RECEIVE**

- React calmly; be aware of your non verbal messages.
- If you don't understand the child's communication method, reassure the child, and find someone who can.
- Don't interrogate the child, observe and listen, use active listening techniques.
- Don't stop a child who is freely recalling significant events.
- Keep responses short, simple, slow, quiet and gentle.
- Don't end the conversation abruptly.

REASSURE

- Tell the child they are not to blame; and have done the right thing by telling you.
- Tell the child what will happen next; be honest about what you can and can't do.
- Don't promise confidentiality; say to the child, 'Some things are so important I might have
- to tell them to somebody else'.

REACT

- Explain what you have to do next and whom you have to tell.
- Inform the Designated Safeguarding Lead (DSL) or deputy DSL, immediately.

Reference Document D - Links to other company procedures

This policy will link to other company procedures and therefore must be read in conjunction with other related policies.

This includes, but is not limited to the following,

- Anti-bullying
- Bullying & Harassment
- Data Protection
- Equality
- Health & Safety
- Media and Online
- Student medication
- Student alcohol and drugs
- Behaviour
- Whistle blowing

Reference Document E - Standards for effective child protection practice in schools

*Although we are not a school, we are educators and as such will follow best practice as evidenced here.

Schools which are noted as having in place best practice, are able to demonstrate the following:

- Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- Work with parents to build an understanding of the Company's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- Are vigilant in cases of suspected child harm/abuse, recognising the signs and symptoms, have clear procedures whereby staff report such cases to the relevant person or service and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- Monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to relevant meetings.
- Provide and support child protection training regularly to staff and to designated safeguarding lead and any deputies as outlined in KCSiE 2023 to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- Contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- Use the curriculum to raise students' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;

- Have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the Company's position on this issue and who they can contact for support;
- Take particular care that pupils with Special Educational Needs and/or Disability (SEND) who may be especially vulnerable to harm/abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- Have a clear policy about the handling of allegations of harm/abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance in KCSiE 2023.
- Have a clear policy about the handling of allegations of abuse made against other children, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.
- Have a written policy, produced, owned and regularly reviewed by Company staff and which clearly outlines the Company's position and positive action in respect of the aforementioned standards.

Further references and information

1. Keeping children safe in education (2023)
2. Working together to Safeguard Children (2018)
3. What to do if you're worried a child is being abused. Advice for practitioners (2015)
4. The Munro Review of Child Protection: Final Report: *A child-centred system* Professor Eileen Munro (2011)
5. Education Act 2002
6. Children's Act 1989
7. School attendance including guidance on children missing from education 2016
8. Children who run away or go missing from home or care (2014)
9. School attendance parental responsibility measures (Jan 2015)
10. Children missing education, Statutory guidance for local authorities (Jan 2015)
11. Sexual Offences Act 2003 (Abuse of position of trust)
12. Sex and Relationship Education Guidance (2000)
13. Sex and relationships education (SRE) for the 21st century
14. Information Sharing (2015)
15. Behaviour and discipline in schools (2016)
16. Use of Reasonable Force (2013)
17. Searching, screening and confiscation: advice for schools (2014)
18. Preventing and tackling bullying
19. Prevent: Preventing Violent Extremism Strategy
20. The Prevent Duty (2015) Departmental advice for schools and childcare providers
21. The use of social media for online radicalisation
22. Safeguarding Children and young people from sexual exploitation
23. Safeguarding Children in whom illness is fabricated or induced
24. Safeguarding Children from female genital mutilation
25. Safeguarding disabled children
26. Forced Marriage
27. Safeguarding Children from abuse linked to faith or belief
28. The role and responsibilities of the designated teacher for looked after children

All available from www.gov.uk , www.education.gov.uk or www.legislation.gov.uk

Other useful websites

Child Protection in Education www.cape.org.uk

NSPCC www.nspcc.org.uk

CEOP www.ceop.police.uk

The Children's Legal centre www.protectingchildren.org.uk

The Children's Commissioner for England www.childrenscommissioner.gov.uk

Child line www.childline.org.uk/Pages/Home.aspx

Think you know www.thinkuknow.co.uk

Childhood bereavement www.childhoodbereavementnetwork.org.uk

Private Fostering www.privatefostering.org.uk

Child Carers w

www.actionforchildren.org.uk/our-services/young-people/supporting-youngcarers

FGM www.fgmelearning.co.uk/

NWG (National Working Group for CSE) <http://www.nwgnetwork.org/>

ChISVA Support Young Persons Advocate

The Survivor's Trust 08088 010818

REFERENCE DOCUMENT F – PROCEDURES DOCUMENT GIVEN TO ALL STAFF ANNUALLY

CHILD PROTECTION GUIDE

CHILD PROTECTION IS EVERYONE'S RESPONSIBILITY

People working in education are uniquely placed to notice signs and symptoms of child abuse or which might indicate a Child in Need. Remember that child abuse happens to children of both sexes, at all ages, to all cultures and religions, to children from all social classes and children with and without disabilities. **We should all be proactive in reporting any concerns.**

You might become involved because:

- You may see an injury that cannot be explained
- A child may want to tell you about what is happening to him or her
- Another person may express concern for a child's well-being
- A child may tell you about a situation that raises your concern even if it does not seem to concern the child
- You may have noticed significant changes in the way a child behaves or performs in school
- You may become concerned by signs such as dirty clothing, a child who seems undernourished or is socially withdrawn or continually complains of abdominal pains or headaches.
- Self-harm, substance abuse and running away from home can also be indicators of a child in an abusive situation.

What to do:

1. **If you have a concern, report it directly to a designated staff member immediately and record it in writing as soon as possible**
2. **If a child discloses information to you:**
 - Listen non-judgementally to the child

- Ask open questions to clarify but not to investigate
- Reassure the child
- Do not promise confidentiality – explain you may have to tell another person
- because the child's safety and welfare come first
- Keep the child with you, if possible, or with another adult (who should not discuss the matter with the child) until you inform the designated teacher
- Inform the designated staff member of your concerns **immediately** and record them in
- writing as soon as possible.

Please note immediately means that – not waiting until lunchtime or after the end of a session

3. To record concerns or disclosures:

- Record anything the child has said using his or her words.
- Note the context, time and date on your record and sign it.
- Avoid judgements or opinions
- Do not discuss the matter with anyone but the designated teacher.

At Foundation Futures CIC , the designated safeguarding lead is Sue Davison (Director) supported by Jennie Maughan (nee Dixon) (Director)

If an incident happens at the end of a day and you cannot find a designated staff member, you must still act. In these circumstances contact the local Council's 24 hour Emergency Duty Helpline) report the concerns and ask for advice. You should act on the advice they give you and record the advice. The matter should be passed to the designated staff member immediately on the next day.



Appendix 1

Confirmation of receipt of safeguarding children and child protection policy

Name:

Date of joining Foundation Futures:

Post / Position:

Date of induction:

Name and designation of staff member responsible for induction:

I confirm that I have received and read the company child protection / safeguarding policy.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a child has been explained to me.

Signature:

Name:

Date:



Appendix 2

Foundation Futures Welfare Concern Form

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Child's full name

Date of this record

Why are you concerned about this child?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you handed this form to the designated person

.....

Student Group

Partner School

School contact

Your name (please print)

Signature

Have you spoken to the child? Yes No

What did they say? Use the child's own words

Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this child? Yes No

Further details



Appendix 3

Record of Concern:

Child's Details

Full Name	
Address	
Date of Birth	
Gender	
School	
Emergency school contact name and telephone number	
Is the child looked after by the Local Authority?	
Ethnicity / Culture	
Religion	

Does the child have any disability or special educational need?	YES	NO
---	-----	----

Preferred language of the child	
---------------------------------	--

Is any type of language support required to converse with the child?	YES	NO
--	-----	----

Does the child know this form has been completed?	YES	NO
---	-----	----

If not, why not?

If yes, what did the child say?

Why are you concerned about this child?

Please use the relevant spaces below to provide a description of any incidents / conversations with dates.

You must make clear what is fact and what is hearsay

You must not ask the child leading questions or try to investigate the concern yourself

What have you observed and when? (i.e. anything you have personally witnessed)
--

--

What have you heard and when? (This may be 3rd party information that is relevant but as yet unsubstantiated)

--

Write here anything you have been told by the child or any other person.
Be clear about who said what

--

If an allegation has been made, give any details you have about the alleged abuser

--

Date and time of this record	
------------------------------	--

Your details

Full Name	
Position	

Name and position of person this form was handed to	
---	--

Date and time the above named person received this record	
---	--

If the record has been handed to anyone other than the designated lead person, please explain why



Appendix 4 KCSiE 2023

What staff should do if they have concerns about a child

22. If staff have **any concerns** about a child's welfare, they should act on them immediately.

23. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment or a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). 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.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

28. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

29. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.