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Safeguarding Children and Vulnerable Adults Policy TCR001 (01)

Tuition Centre "Reflection" (TCR) has a Child and Vulnerable Adult Protection Policy that is implemented throughout the organisation, across all departments and on each TCR program. As part of the policy, participants and staff are and will be required to complete a DBS check, Police Clearance, or a National Background Check where necessary, and to comply by the policy. TCR Child and Vulnerable Adult Protection Policy aims to ensure that the actions of any person in the context of the work carried out by TCR are transparent and safeguard and promote the welfare of all children and vulnerable adults associated with the organisation. The Policy provides guidance on appropriate standards, including reducing any opportunities for abuse, harm or bullying, staff and volunteer recruitment and training, behaviour towards children and vulnerable adults, professional boundaries, ethical behaviour, acceptable and unacceptable relationships, how to avoid or better manage difficult situations and how to report suspicions, allegations or incidents.

Safeguarding Children and Vulnerable Adults Policy

This is a policy of Tuition Centre Reflection Ltd (TCR).

The policy applied to all TCR staff, volunteers and seconded staff.

Safeguarding Doc No: TCR/001

Version No: 01

Owner: Tuition Centre Reflection Ltd

Creation date: May 2020

Next review: May 2021

Signed by _____

Who does this policy apply to?

- All staff, volunteers or secondees working with children, young people and adults

What is safeguarding?

- Safeguarding is a term we use to describe how we protect adults and children from abuse or neglect. It is an important shared priority of many public services, and a key responsibility of local authorities.
- Safeguarding is about protecting certain people who may be in vulnerable circumstances. These people may be at risk of abuse or neglect due to the actions (or lack of action) of another person. In these cases, it is vital that public services work together to identify people at risk, and put steps in place to help prevent abuse or neglect.

The Policy

- TCR staff, volunteers and secondees must report all safeguarding concerns
- All safeguarding concerns raised will be responded to sensitively and quickly and managed appropriately
- TCR staff, volunteers and secondees will receive appropriate training and instruction on safeguarding best practice

- Views of young people involved will be considered when making decisions that affect them as individuals
- All TCR staff, volunteers and secondees working with young people will be subject to TCR Safely processes
- Tuition Centre “Reflection” values and will respond promptly and constructively to all information presented by children, young people, or third parties regarding the safety and welfare of children, young people and vulnerable adults. We believe that working in partnership with children, young people, their parents, carers and other agencies is key to promoting the welfare of young people.
- Addition of Information including changes in legislation, law and procedures covering:
- Definitions and indicators of abuse
- Prevent Duty
- Female Genital Mutilation
- Forced Marriage
- Child Sexual Exploitation
- Safeguarding Team contact details
- Professional boundaries
- Self Harm

Why we have this policy

- Tuition Centre “Reflection” recognises that all children and young people have the right to freedom from abuse and to be in an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- Through the implementation of this and associated policies TCR will ensure that the welfare and safety of the child/young person is paramount and that we will constantly strive to provide an environment free from abuse. We extend this safeguarding commitment to our work supporting vulnerable adults.
- This policy has been developed in accordance with the principles established by the:
- **Children Acts 1989 and 2004 and 2007;**
- the **Education Act 2002**, and in line with government publications:
- **‘Working Together to Safeguard Children’ 2015,**
- Revised **Safeguarding Statutory Guidance 2**
- **‘Framework for the Assessment of Children in Need and their Families’ 2000,**
- **‘What to do if You are Worried a Child is Being Abused’ 2015.**
- The guidance also reflects, both **‘Keeping Children Safe in Education’ Sept 2018,** and
- **Local Safeguarding Children Board Child Protection Procedures¹**
- **The Care Act 2014**
- **Mental Capacity Act 2005 (MCA)**
- **The Social Services and Wellbeing Act 2014**
- **Female Genital Mutilation Act 2003 as amended by the Serious Crime Act 2015**
- **Anti-Social Behaviour, Crime and Policing Act 2014 (Sexual Harm Prevention Orders, Sexual Risk Orders and forced Marriage)**
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- **Sexual Offences Act 2003**
- **The Counter Terrorism and Security Act 2015 (Prevent Duty)**
- **Development of Safeguarding boards and Multi Agency Working**
- **Prevent duty guidance for England and Wales (HM Government DfE March 2015)**
- The Trust takes seriously its responsibility under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; and to ensure its academies work together with other agencies to ensure adequate arrangements are fully in place to identify, assess, and support those children who are suffering harm.

- This policy applies to all members of staff, governors and trustees in all academies across the trust.
- **Responsibilities**
- All staff, volunteers and secondees must follow this policy, seek guidance where required from their Manager and Safeguarding Advisor or the Head of Safeguarding and report any safeguarding concerns raised
- Staff working directly with young people must communicate the main principles of this policy to young people and how to raise any concerns they may have
- Managers will ensure their staff are fully aware of the requirements of this policy and ensure all incidents are reported to the Head of Safeguarding and recorded correctly
- The Safeguarding Advisor or Head of Safeguarding will assist in the management of all safeguarding incidents, provide the main reference for advising and co-ordinating safeguarding cases and liaise with external bodies where required. They will also ensure that Designated Safeguarding Officers continue with Safeguarding training and awareness and will ensure the Safeguarding Policy is current and fit for purpose.
- Members of the Health and Safety Team are Designated Safeguarding Officers and will deal with safeguarding reports or concerns as necessary, escalating to the Head of Safeguarding as required
- The People and Learning Department will manage the Recruiting Safely process across TCR apart from Northern Ireland where this process is carried out locally by Programme Support.
- The Director of Operations, has leadership responsibility for the organisation's safeguarding arrangements

TERMINOLOGY

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child Sexual Exploitation (CSE): The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

- This policy also extends to **Vulnerable Adults**. A vulnerable adult (a person aged 18 or over) is someone who is or may be in need of community care services by reason of disability, age or illness; and is or may be unable to take care or unable to protect him or herself against significant harm or exploitation. A vulnerable adult may need or be receiving one of more of the following services:
- Health care
- Relevant personal care
- Social care work
- Assistance in relation to general household matters by reason of age, illness or disability
- Relevant assistance in the conduct of their own affairs or Conveying (due to age, illness or disability in prescribed circumstances)

Children and young people who may be particularly vulnerable

- Some children and young people can be at increased risk of neglect and or abuse. 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.
- Special consideration and attention should be given to children who are:
- disabled or have special educational needs
- Looked After Children (i.e. those in care)
- living in a known domestic abuse situation or chaotic or dysfunctional household
- affected by known parental substance misuse or parental criminality
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Staff refers to all those working for or on behalf of the academy, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Parents: Refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

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 or children. *(Definition provided by Working Together 2015)*

Child: Anyone under 18 years of age. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection

Local Safeguarding Children Board (LSCB):

Local Safeguarding Children's Boards (LSCBs) are a statutory bodies established in each local authority area under Section 14 of the Children Act 2004. The purpose of LSCBs is:

- *to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and*
- *to ensure the effectiveness of what is done by each such person or body for those purposes.*

Referral:

A request for services to be provided by a local authority. A case can become current only after a referral has been made.

Early Help providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Duty Team:

A social work team providing an out of hours social care service for the county.

1. KEY SAFEGUARDING PERSONNEL

Owner of Tuition centre Reflection Ltd Jurgita Kapsiene, Mob.: 07377703749, email: info@learnreflect.co.uk

2. Policy Principles

- 2.1. The welfare of the child is paramount
- 2.2. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.3. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- 2.4. All staff believes that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.5. Pupils and staff involved in child protection issues will receive appropriate support.

2. Policy Aims

- 3.1. To demonstrate the Trust's commitment to safeguarding and child protection to pupils, parents and other partners.
- 3.2. To support the child's development in ways that will foster security, confidence and independence.
- 3.3. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 3.4. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 3.5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the academy, contribute to assessments of need and support packages for those children.
- 3.6. To emphasise the need for good levels of communication between all staff members.
- 3.7. To develop a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.
- 3.8. To develop and promote effective working relationships with other agencies, including the Police and Social Care.
- 3.9. To ensure that all staff working within our academies who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)³, and a Single Central Record (SCR) is kept and maintained for audit.

4. Values

4.1. Supporting Children

- 4.1.1. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.1.2. We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.1.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.1.4. Our academies will support all children by:
 - 4.1.4.1. Encouraging self-esteem and self-assertiveness, through the curriculum.
 - 4.1.4.2. Promoting a caring, safe and positive environment within the academy.
 - 4.1.4.3. Offering details of helplines, counselling or other avenues of external support.
 - 4.1.4.4. Liaising and working together with all other support services.
 - 4.1.4.5. Responding in a timely manner.

4.1.4.6. By ensuring that all safeguarding files are kept under separate file from their school file and that they are forwarded to any new school that the child may move to either by hand delivery or by recorded mail.

4.1.5. Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of academy life. This includes online safety;

4.2. Prevention / Protection

4.2.1. We recognise that the academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

4.2.2. The academy community will therefore:

4.2.2.1. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.

4.2.2.2. Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report where and when they see inappropriate behaviour.

4.2.2.3. Ensure that all children know there is an adult in the academy whom they can approach if they are worried or feel they are in difficulty or just need somebody to talk to.

4.2.2.4. Incorporate safeguarding as much as is reasonably possible across the curriculum, including PSHE, to include opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to secondary education and more personal safety/independent travel.

4.2.2.5. Ensure all staff are aware of academy guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe Academy, Safe Staff

5.1. We will ensure that;

5.1.1. all staff receive information about the academy's safeguarding arrangements, the academy's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and the Deputy, and Keeping Children Safe in Education part 1 (Sept 2018) and Annex A upon induction;

5.1.2. all staff receive safeguarding and child protection training at induction in line with advice from the Local Children's Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually;

5.1.3. all members of staff are trained in and receive regular updates in online safety and reporting concerns;

5.1.4. All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;

5.1.5. The child protection policy is made available via the academy website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the academy handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the academy's handbook.

5.1.6. The academy provides a coordinated offer of 'Early Help' when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;

5.1.7. Our lettings policy will seek to ensure the suitability of adults working with children

on academy sites at any time;

5.1.8. Community users organising activities for children are aware of the academy's Child Protection Policy, guidelines and procedures;

5.1.9. The name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputy, are clearly displayed throughout the academy with a statement explaining the academy's role in referring and monitoring cases of suspected abuse;

5.1.10. All staff and Governors will be given a copy of Part 1 Keeping Children Safe in Education Sept 2018 and will sign to say they have read and understood it.

This document will be kept on file. Part 1 will also be available in hard copy in the staff room and an e-copy will be available on the school intranet.

6. Safeguarding Legislation and Guidance

Education Act 2002

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Counter Terrorism and Security Act 2015,

Section 26 Applies to schools and other providers;

To have due regard to the need to prevent people being drawn into terrorism.

Working Together to Safeguarding Children (2015 & 2017 update on 'Child Sexual Exploitation') covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (2018) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non- Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, nonmaintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools

College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

***All staff should read Part One of this guidance and staff can find a copy in the staff room/school intranet.*

Prevent Duty Guidance – England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/preventduty-departmental-advice-v6.pdf

***ALL staff have undertaken the **PREVENT** training in addition to the 'Channel training; this forms part of the staff induction programme.*

Teaching Standards

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

Disqualification under the Childcare Act 2006: For establishments with children under 8 years old

All staff must complete a 'Disqualification by Association' form upon appointment. Further information as below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

7. Roles and Responsibilities

7.1. All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that;

7.1.1. there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);

7.1.2. child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Barking & Dagenham Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on TCR website or by other means;

7.1.3. ensures that all staff including temporary staff and volunteers are provided with the TCR's child protection policy and staff behaviour policy;

7.1.4. all staff have read Keeping Children Safe in Education (2018) part 1 and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

7.1.5. the academy operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;

7.1.6. the academy has procedures for dealing with allegations of abuse against staff (including the Principal/Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

7.1.7. a member of the Governing Body, usually the Chair or the CEO of the Trust will be nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal/Headteacher

7.1.8. a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;

7.1.9. on appointment, the DSL and Deputy must undertake interagency (or equivalent) training (LSCB Level 3) and update/refresh it every year (annually);

7.1.10. all other staff have safeguarding training updated annually;

7.1.11. at least one member of the governing body has completed safer recruitment training to be repeated every five years.

7.1.12. children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained academy's through relationship sex education (RSE);

7.1.13. appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;

7.1.14. appropriate online filtering and monitoring systems are in place;

7.1.15. enhanced DBS checks (without barred list checks, unless the governor is also a

volunteer at the academy) are in place for all Governors;
7.1.16. any weaknesses in Child Protection are remedied immediately;

7.2. The Headteacher will ensure that;

- 7.2.1. the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- 7.2.2. sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and Deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 7.2.3. where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- 7.2.4. systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- 7.2.5. all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- 7.2.6. that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- 7.2.7. they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- 7.2.8. anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service.

7.3. The Designated Safeguarding Lead;

- 7.3.1. Is a member of the Senior Leadership Team
- 7.3.2. holds ultimate responsibility for safeguarding and child protection in the academy;
- 7.3.3. acts as a source of support and expertise in carrying out safeguarding duties for the whole TCR community;
- 7.3.4. Encourages a culture of listening to children and taking account of their wishes and feelings;
- 7.3.5. is trained to level 3 LSCB standard and will refresh their knowledge and skills at regular intervals but at least annually;
- 7.3.6. Will refer a child if there are concerns about possible abuse using the procedures set out by the host authority. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);
- 7.3.7. Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- 7.3.8. Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- 7.3.9. Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the pupil records;
- 7.3.10. Will ensure that when a pupil leaves the academy, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is obtained;
- 7.3.11. Will ensure that a copy of the CP file is retained until such a time that the new academy acknowledges receipt of the original file. The copy should then be shredded;
- 7.3.12. will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- 7.3.13. Has a working knowledge of LSCB procedures;
- 7.3.14. Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- 7.3.15. Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's

Social Care Team;

7.3.16. Will ensure that all staff sign to say they have read, understood and agree to work within the Academy's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 (2018) and ensure that the policies are used appropriately;

7.3.17. Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all academy staff, keep a record of attendance and address any absences;

7.3.18. Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;

7.4. The Deputy Designated Safeguarding Lead(s)

7.4.1. Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

7.5. All Academy Staff will:

7.5.1. understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;

7.5.2. consider, at all times, what is in the best interests of the child;

7.5.3. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015); Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;

7.5.4. Are aware of the Early Help⁴ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.

7.5.5. will provide a safe environment in which children can learn;

7.5.6. Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;

7.5.7. Consider, at all times, what is in the best interests of the child;

7.5.8. know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);

7.5.9. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;

7.5.10. Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.

7.5.11. Will provide a safe environment in which children can learn;

8. Confidentiality

8.1. TCR recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the academy must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2018) share information between professionals and agencies where there are concerns.

8.2. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

8.3. All staff must be aware that they cannot promise a child to keep secrets which might

compromise the child's safety or wellbeing.

8.4. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Principal/Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.

8.5. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the DSL will seek advice from the Duty Team or the LADO at the LSCB.

9. Child Protection Procedures

9.1. 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 the 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 by another child or children.

9.2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.

9.3. Any child in any family in any academy could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

9.4. There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- *Child missing from education (see para 21)*
- *Child missing from home or care*
- *Child sexual exploitation (CSE) (see para 14 and Appendix 3)*
- *Bullying including cyberbullying (see para 10)*
- *Domestic abuse (see para 13 and Appendix 5)*
- *Drugs*
- *Fabricated or induced illness*
- *Faith abuse*
- *Female genital mutilation (FGM) (see para 15 and Appendix 4)*
- *Forced marriage (see para 16)*
- *Gangs and youth violence*
- *Gender/honour based violence*
- *Violence against women and girls (VAWG) /*
- *Honour based violence*
- *Mental health*
- *Private fostering*
- *Radicalisation (see para 12 and Appendix 6)*
- *Youth produced sexual imagery (sexting) (see para 24)*
- *Teenage relationship abuse (see para 24)*
- *Trafficking*
- *Peer on peer abuse (see para 24)*

9.5. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

9.6. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

9.7. If staff are concerned about a child's welfare

9.7.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns using the online form. They may also discuss their concerns in person with the DSL but the details of the concern

must always be recorded.

9.7.2. There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

9.7.3. TCR recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

9.7.4. Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.

9.7.5. If the pupil discloses that they have been harmed the member of staff must report this immediately to the DSL.

9.8. If a pupil discloses to a member of staff

9.8.1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

9.8.2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

9.8.3. During their conversation with the pupil staff will;

9.8.3.1. Listen to what the child has to say and allow them to speak freely

9.8.3.2. Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener

9.8.3.3. Reassure the child that it is not their fault and that they have done the right thing in telling someone

9.8.3.4. Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk

9.8.3.5. Take what the child is disclosing seriously

9.8.3.6. Ask open questions and avoid asking leading questions

9.8.3.7. Avoid jumping to conclusions, speculation or make accusations

9.8.3.8. Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

9.8.3.9. Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.

9.8.3.10. Tell the child what will happen next.

9.8.4. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

9.8.5. The member of staff should write up their conversation as soon as possible. Staff should make this a priority. The record should be signed and dated, the member of staff's name should be clearly printed and it should also detail where the disclosure was made and who else was present. The concern should be acknowledged by the DSL/DDSL.

9.9. Notifying Parents

9.9.1. TCR will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

9.9.2. However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

9.9.3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

10. Making a referral

10.1.1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with the Local Safeguarding Children's Board Levels of Need document.

10.1.2. If a referral is needed then the DSL or in their absence the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

10.1.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

10.1.4. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

10.1.5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

10.1.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

10.2. Supporting Staff

10.2.1. We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

10.2.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

11. Children who are particularly vulnerable

11.1. TCR recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

11.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

11.3. In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

11.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

11.5. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

11.5.1. Disabled or have special educational needs

11.5.2. Young carers

11.5.3. Affected by parental substance misuse, domestic abuse or parental mental health needs

11.5.4. Asylum seekers

11.5.5. Living away from home

11.5.6. Vulnerable to being bullied or engaged in bullying

11.5.7. Already viewed as a 'problem'

11.5.8. Living in temporary accommodation

11.5.9. Live transient lifestyles

11.5.10. Living in chaotic and unsupportive home situations

11.5.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or Sexuality

11.5.12. At risk of sexual exploitation

- 11.5.13. Do not have English as a first language
- 11.5.14. At risk of female genital mutilation
- 11.5.15. At risk of forced marriage
- 11.5.16. At risk of being drawn into extremism.

12. Anti-Bullying/Cyberbullying

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Principal/Headteacher and the DSL will consider implementing child protection procedures. The subject of bullying is addressed at regular intervals in PHSE education.

13. Racist Incidents

13.1. Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

14. Radicalisation and Extremism

14.1. The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

14.2. Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

14.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

14.4. The Trust is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for academy's and childcare providers on preventing children and young people from being drawn into terrorism⁵.

14.5. The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

14.6. Academy staff receives training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

14.7. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Academy's (2014)⁶.

14.8. The academy governors, the Principal/Headteacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include the use of academy premises by external agencies, antibullying policy and other issues specific to the academy's profile, community and philosophy.

14.9. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent the Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

15. Domestic Abuse

15.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

15.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

15.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

15.4. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

16. Child Sexual Exploitation (CSE)

What is Child Sex Exploitation?

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

DfE Child Sexual Exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation

February 2017

Definition

‘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’.

DfE Child Sexual Exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation

Prevention

The harmful effects of child sexual exploitation are serious and far-reaching for victims, their families and wider communities. The ideal is therefore to prevent the abuse happening in the first place. This section focuses on how we can protect children and young people through awareness-raising and resilience-building work. A local multi-agency plan should:

- *Educate all children and young people about the nature and risks of child sexual exploitation and other forms of related harm (both online and offline) and how to access support;*
- *Recognise that children and young people can be both victims and perpetrators of child sexual exploitation;*
- *Promote the resilience of children and young people and their families and strengthen the protective factors around them;*
- *Identify and support those settings, such as schools and colleges, in which children and young people can form healthy and safe relationships;*
- *Supplement universal initiatives with targeted work with groups of particularly vulnerable*

- *children and young people, such as those in care, whilst being careful not to stigmatise specific groups;*
- *Provide complementary messages to parents and carers about risks to their children (online and offline) and how to access support if they have concerns.*
- *Consider the levels of knowledge and understanding of the wider workforce, so that everyone*
- *working with children and young people can play their role in prevention; and*
- *Educate the wider community so they can identify and report concerns and seek support.*
- Although messages and methods of delivery will vary according to the nature and needs of the
- audience, all education and awareness raising initiatives should:
- Be grounded in an evidence-based understanding of child sexual exploitation (both online and offline);
- Challenge myths and misconceptions about who is perpetrating and experiencing this form of abuse;
- Send a clear message that all forms of child sexual exploitation are abuse;
- Recognise the potential overlap between victims and perpetrators;
- Challenge any victim-blaming and promote the rights of all victims to protection and support;
- Provide information on where and how to report concerns and access support; and
- Be inclusive and accessible to the intended audience, in terms of language and delivery methods and ensure information is tailored and relevant to diverse groups such as Lesbian, Gay, Bisexual, Transgender, Black and Minority Ethnic and/or deaf or disabled children and young people.

16.1. Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. More information and the indicators of CSE is set out in appendix

3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

16.2. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Academies are aware that there are clear links between regular academy absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular academy absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

16.3. In all cases the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

16.4. Academies are aware that children often are not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

16.5. Academies include the risks of sexual exploitation into their PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

17. Female Genital Mutilation (FGM)

17.1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁷.

17.2. The duty applies to all persons in academy who are employed or engaged to carry out 'teaching work' in the academy, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

17.3. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

17.4. Academy staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the academy's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

17.5. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

17.6. There are no circumstances in which a teacher or other member of staff should examine a girl.

18. Forced Marriage

18.1. A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

18.2. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

18.3. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

18.4. Academy staff should never attempt to intervene directly as a academy or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit on Tel: 200 7008 0151.

19. Honour-based Violence

19.1. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

19.2. Honour based violence might be committed against people who;

19.2.1. become involved with a boyfriend or girlfriend from a different culture or religion;

19.2.2. want to get out of an arranged marriage;

19.2.3. want to get out of a forced marriage;

19.2.4. wear clothes or take part in activities that might not be considered traditional within a particular culture.

19.3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

20. One Chance Rule

20.1. All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

20.2. Academies are aware that if the victim is not offered support following a disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

21. Private Fostering Arrangements

21.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential academies, children's homes or hospitals are not considered to be privately fostered.

21.2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

21.3. Academies recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

21.4. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Barking & Dagenham Children's Social Care of the circumstances.

22. Looked After Children

22.1. The most common reason for children becoming looked after is as a result of abuse and neglect. Academies ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

22.2. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of their LA's Virtual Academy Head for children in care.

22.3. The designated teacher for looked after child works with the virtual academy head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the academy and meet the needs in the child's personal education plan.

23. Children Missing Education

23.1. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

23.2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the academy day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'.

23.3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

24. Online Safety

24.1. Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Whatsapp, Snapchat and Oovoo.

24.2. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

24.3. Academies should adopt the Trust's online/e-safety policy which explains how we try to keep pupils & staff safe whilst in academy and how we respond to online safety incidents (See flowchart, Appendix 7).

25. Peer on Peer Abuse

25.1. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Academies recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

25.1.1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

25.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

25.1.3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).

25.1.4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

25.2. The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

25.3. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched or/and assaulted or boys being subjected to initiation and/or hazing type violence).

25.4. Academies aim to reduce the likelihood of peer on peer abuse through;

25.4.1. the established ethos of respect, friendship, courtesy and kindness;

25.4.2. high expectations of behaviour;

25.4.3. clear consequences for unacceptable behaviour;

25.4.4. providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;

25.4.5. systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;

25.4.6. robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

25.5. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Academies will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the academy and what services they can contact for further advice.

25.6. Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the academy's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

25.7. Working with external agencies the academy will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

26. Youth produced sexual imagery (sexting) 9

26.1. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

26.2. Youth produced sexual imagery refers to both images and videos where;

26.2.1. A person under the age of 18 creates and shares sexual imagery of themselves with a

peer under the age of 18.

26.2.2. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.

26.2.3. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

26.3. All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in academies and colleges: responding to incidents and safeguarding young people'10.

26.4. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

26.5. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

26.6. The DSL should hold an initial review meeting with appropriate academy staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

26.7. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

26.7.1. The incident involves an adult;

26.7.2. There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);

26.7.3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;

26.7.4. The imagery involves sexual acts;

26.7.5. The imagery involves anyone aged 12 or under;

26.7.6. There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

26.8. If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Principal/Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

26.9. In applying judgement the DSL will consider if;

26.9.1. there is a significant age difference between the sender/receiver;

26.9.2. there is any coercion or encouragement beyond the sender/receiver;

26.9.3. the imagery was shared and received with the knowledge of the child in the imagery;

26.9.4. the child is more vulnerable than usual i.e. at risk;

26.9.5. there is a significant impact on the children involved;

26.9.6. the image is of a severe or extreme nature;

26.9.7. the child involved understands consent;

26.9.8. the situation is isolated or if the image been more widely distributed;

26.9.9. there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;

26.10. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the academy.

26.11. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

27. Allegations against staff

27.1. All academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

27.2. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹¹

27.3. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

27.4. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal/Headteacher¹².

27.5. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)¹³ at the earliest opportunity and before taking any further action.

27.6. If the allegation made to a member of staff concerns the Principal/Headteacher, the person receiving the allegation will immediately inform the Chair of Governors/CEO of the Trust who will consult the LADO as in 23.6 above, without notifying the Principal/Headteacher first.

27.7. The academy will follow the Trust's procedures for managing allegations against staff as set out in their policy, procedures set out in Keeping Children Safe in Education (2018) and the Trust's Managing Allegations policy and procedures.

27.8. Suspension of the member of staff, excluding the Principal/Headteacher, against whom an allegation has been made, needs careful consideration, and the Principal/Headteacher will seek the advice of the LADO and an HR Consultant in making this decision.

27.9. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors/Trust CEO with advice as in 23.9 above.

27.10. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

27.11. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

28. Whistle-blowing

28.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

28.2. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the academy's safeguarding arrangements. If it becomes necessary to consult outside the academy, they should speak in the first instance, to the LADO following the Whistleblowing Policy.¹⁴

28.3. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

28.4. Whistle-blowing regarding the Principal/Headteacher should be made to the Chair of the Governing Body or the Trust CEO whose contact details are readily available from the academy/Trust website

28.5. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

28.6. **ALL** such events should be recorded and signed by a witness.

28.7. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach' technique.

28.8. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

28.9. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.¹⁵

28.10. This policy also links to our policies on:

- *Behaviour / Anti-bullying*
- *Staff Code of Conduct / Whistleblowing / Allegations against staff*
- *Health & Safety*
- *Attendance*
- *E-Safety / Radicalisation / Extremism*

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

- The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:
- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services
- The absence of such indicators does not mean that abuse or neglect has not occurred.
- In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)
- The parent or carer may:
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse
- Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

- The following are often regarded as indicators of concern:
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

- Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused

symptoms such as swelling, pain or loss of movement

- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Used as a scape-goat within the family
- Frozen watchfulness, particularly in pre-academy children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

- Evidence of neglect is built up over a period of time and can cover different aspects of parenting.
- Indicators include:
- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause,
- Failure of child to grow within normal expected pattern, with accompanying weight loss

- Child thrives away from home environment
- Child frequently absent from academy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

- **Sexual Abuse by Young People**
- The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.
- **Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.
- **Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what
 - negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.
- Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level,

functioning and experience

- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Appendix 3

Child Sexual Exploitation

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:

- going missing from home or academy
- regular academy absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing
- explicit images.
- having unaffordable new things (clothes, mobile) 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 to exploitative situations
- truancy, exclusion, disengagement with academy, 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.

Appendix 4

Female Genital Mutilation (FGM)

Staff in schools 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:

Type 1 - Clitoridectomy – partial/total removal of clitoris

Type 2 - Excision – partial/total removal of clitoris and labia minora

Type 3 - Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 - 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
- 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 are:

- 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 Leone, Egypt, Nigeria, Eritrea as well as 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 academy 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 /academys/colleges take action **without delay** and make a referral to children's services.

Appendix 5

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties.

They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call

Domestic Abuse Helpline

Phone **0808 2000 247**

Barking & Dagenham Domestic Violence Advocacy Service

Phone **0208 591 3498**

Victim Support Barking and Dagenham

Phone: **020 8550 2410 / 2807 / 7865**

Woman's Trust East

Phone: **020 7034 0303** or **020 7034 0304**

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of

failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking

element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or

personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link.

Safeguarding adults

Based on:

- Mental Capacity Act 2005 (MCA).
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595194/SD8-Office_of-the-Public-Guardian-safeguarding-policy.pdf

1. Office of the Public Guardian

1.1 The Office of the Public Guardian (OPG) was established in October 2007 by the Mental Capacity Act 2005 (MCA). It is an executive agency of the Ministry of Justice, with responsibilities across England and Wales (separate arrangements are in place for Scotland and for Northern Ireland).

1.2 OPG's responsibility is to support people and help them plan ahead so that their health, welfare and financial decisions will be taken care of if they lose mental capacity, and to safeguard the interests of people who may lack the mental capacity to make certain decisions for themselves.

2. Background and principles

2.1 The Mental Capacity Act 2005 set out the role of Public Guardian. It introduced a legal duty for the Public Guardian (supported by OPG) to supervise deputies appointed by the Court of Protection, and to investigate complaints or concerns about the actions of deputies, registered attorneys and people acting under an order of the Court of Protection.

2.2 This policy supports the Public Guardian's role in safeguarding. It shows how OPG will work with other agencies to recognise and manage suspicions, allegations and findings of abuse of adults and children at risk, who are within the Public Guardian's remit.

2.3 OPG is committed to the following principles in all aspects of its safeguarding work:

Empowerment – putting people first and helping those who lack mental capacity feel involved and informed
Protection – supporting victims so they can take action
Prevention – responding quickly to suspected cases of abuse
Proportionality – making sure what we do is appropriate to the situation and for the individual
Partnership – sharing the right information in the right way
Accountability – making sure all agencies have a clear role

3. New legislation in England and Wales

3.1 The Care Act 2014 came into force in England on 1 April 2015. The Social Services and Wellbeing Act 2014 is due to come into force in Wales on 1 April 2016. The acts introduce new duties and responsibilities on local authority adult social services as the lead agencies in protecting

adults at risk. This gives public services and government clear responsibility to make sure that people in the most vulnerable situations are safe from abuse or neglect.

3.2 OPG supports the principles in the acts and believes that safeguarding is everyone's business. We know how important it is for organisations to work together and create shared strategies to protect people.

3.3 We're committed to taking action quickly, effectively and professionally when abuse takes place.

4. What is safeguarding?

4.1 Safeguarding is a term we use to describe how we protect adults and children from abuse or neglect. It is an important shared priority of many public services, and a key responsibility of local authorities.

4.2 Safeguarding is about protecting certain people who may be in vulnerable circumstances. These people may be at risk of abuse or neglect due to the actions (or lack of action) of another person. In these cases, it is vital that public services work together to identify people at risk, and put steps in place to help prevent abuse or neglect.

5. The terms we use

5.1 Adults and children at risk who are covered by OPG's safeguarding policy will be referred to in this policy as 'clients'.

5.2 The term 'adult at risk' is used in this policy to replace 'vulnerable adult'. This is because the term 'vulnerable adult' may wrongly imply that some of the fault for the abuse lies with the victim of abuse. We use 'adult at risk' as an exact replacement for 'vulnerable adult' as that phrase is used throughout existing government guidance.

5.3 When we refer to 'staff' throughout this policy, this means OPG's permanent, temporary and agency staff, Court of Protection visitors and contractors.

6. Our safeguarding duty

6.1 The Public Guardian has a statutory duty to safeguard:

- any person who has a deputy appointed by the Court of Protection
- the donor of any registered enduring power of attorney (EPA) or lasting power of attorney (LPA)
- anyone for whom the Court of Protection has authorised someone else to carry out a transaction on their behalf, under s16 (2) of the Mental Capacity Act 2005 (single orders).

6.2 This includes some children and young people where the Court of Protection has appointed a deputy because the child or young person is likely to still lack capacity to make financial decisions when he or she turns 18.

7. Our areas of responsibility

7.1 This policy relates to all forms of abuse. These are described in a later section.

7.2 Most of OPG's clients are adults. Allegations of abuse of vulnerable children (or young people aged up to 21 in some circumstances) will usually be dealt with by local authority children's services. Where allegations of abuse relate to a child or young person, OPG will raise the issue with the police and/or the local authority children's services department.

7.3 We will raise concerns and allegations about people who are not covered by our policy to the police, local authorities and/or children's services.

8. The Mental Capacity Act 2005

8.1 The Mental Capacity Act 2005 is a legal framework which protects people who may lack capacity to make decisions for themselves. It also sets out how decisions should be made on their behalf. The act covers all sorts of decisions, from life-changing events to everyday matters. All safeguarding decisions OPG takes must be in accordance with the act. The act says that: "... a person lacks capacity in relation to a matter if at the material time he is unable to make a decision for himself in relation to the matter because of an impairment of, or disturbance in the functioning of the mind or brain."

8.2 The presumption is that adults have mental capacity to make informed choices about their safety and how they live their lives. Mental capacity and a person's ability to give informed consent are at the heart of decisions and actions taken by OPG under this safeguarding policy. Every time we

become involved on a safeguarding issue we need to take into account the ability of adults to make informed choices about the way they want to live and the risks they want to take.

8.3 This includes how able they are:

- to understand what is likely to result from or affect their situation
- to take action themselves to prevent abuse
- to take part as fully as they can in making decisions about getting other parties involved.

9. What is abuse?

9.1 Abuse and neglect take many forms. Abuse can lead to a violation of someone's human and civil rights by another person or persons. Abuse can be physical, financial, verbal or psychological. It can be the result of an act or a failure to act. It can happen when an adult at risk is persuaded into a financial or sexual exchange they have not consented to, or can't consent to. Abuse can occur in any relationship and may result in significant harm or exploitation.

9.2 Some types of abuse are illegal, and in these cases adults who lack capacity are protected by law the same as everyone else. If OPG suspects that a crime against a client has been committed, we refer the matter to the police. Sometimes, an urgent referral is made for the safety of the adult at risk and/or to preserve evidence.

9.3 Abuse is a misuse of power and control that one person has over another. Where someone is dependent on another, there is the possibility of abuse or neglect unless enough safeguards are put in place.

9.4 Abuse can fall into the following categories:

- **Physical**

This includes assault, hitting, slapping, pushing, giving the wrong (or no) medication, restraining someone or only letting them do certain things at certain times.

- **Domestic**

This includes psychological, physical, sexual, financial or emotional abuse. It also covers so-called 'honour' based violence.

- **Sexual**

This includes rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, taking sexual photographs, making someone look at pornography or watch sexual acts, sexual assault or sexual acts the adult didn't consent to or was pressured into consenting.

- **Psychological**

This includes emotional abuse, threats of harm or abandonment, depriving someone of contact with someone else, humiliation, blaming, controlling, intimidation, putting pressure on someone to do something, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or support networks.

- **Financial or material**

This includes theft, fraud, internet scamming, putting pressure on someone about their financial arrangements (including wills, property, inheritance or financial transactions) or the misuse or stealing of property, possessions or benefits.

- **Modern slavery**

This covers slavery (including domestic slavery), human trafficking and forced labour. Traffickers and slave masters use whatever they can to pressurise, deceive and force individuals into a life of abuse and inhumane treatment.

- **Discriminatory**

This includes types of harassment or insults because of someone's race, gender or gender identity, age, disability, sexual orientation or religion.

- **Organisational**

This includes neglect and poor care in an institution or care setting such as a hospital or care home, or if an organisation provides care in someone's home. The abuse can be a one-off incident or repeated, on-going ill treatment. The abuse can be through neglect or poor professional practice, which might be because of structure, policies, processes and practices within an organisation.

- **Neglect and acts of omission**

This includes ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, or not giving someone what they need to help them live, such as medication, enough nutrition and heating.

- Self-neglect

This covers a wide range of behaviour which shows that someone isn't caring for their own personal hygiene, health or surroundings. It includes behaviour such as hoarding.

9.5 Abuse can take many forms. It might not fit comfortably into any of these categories, or it might fit into more than one. Abuse can be carried out by one adult at risk towards another. This is still abuse and should be dealt with. The adult at risk who abuses may also be neglecting him/herself which could also be reason for a safeguarding referral.

10. Who might be an abuser?

10.1 Adults at risk can be abused by a wide range of people – anyone, in fact, who has contact with them. This includes family members, professional staff, paid care workers, other adults at risk, volunteers, other service users, neighbours, friends and associates, people who deliberately take advantage of vulnerable people, strangers and people who see an opportunity to abuse.

10.2 Abuse is always wrong, but it's especially worrying when carried out by someone in a position of power or authority over someone, who uses that power to harm an adult at risk.

11. Spotting signs of financial abuse

11.1 OPG receives and records more instances of financial abuse than any other form of abuse. Financial abuse can occur by itself, but research has shown that where other forms of abuse take place, there is likely to be financial abuse too. OPG staff should keep this in mind.

11.2 There are some signs that might show financial abuse is taking place.

- A change in living conditions.
- Selling possessions.
- Being unable to pay bills, or an unexplained lack of money.
- Money being taken out of an account without a reason.
- Financial documents being lost without a reason.
- Someone being cut off from family, friends or their social network.
- The carer having more money to spend on things like clothes, travel or accommodation.
- Sudden changes to a bank account or how someone uses it.
- New, recent authorised signers on a client or donor's account card.
- Money being taken without permission from the adult at risk's ATM card.
- Changes in how the ATM card is being used (such as more frequently or from different locations).
- Sudden or unexpected changes to someone's will or other financial documents.

11.3 This list shows some of the signs (there can be others) that abuse might be taking place. If something on this list happens, it doesn't automatically mean someone is being abused – it just means we need to look closer at the situation.

12. Other forms of abuse

12.1 There are some things which might increase the risk of someone being abused⁵. • Records of the client being abused before, or records of suspected abuse. • Other members of the client's family being abused. • Family tensions and conflicts. Factors which have been shown to increase the chance of abuse include: • a client or donor being over 75 and female • organic brain injury (lower mental function due to illness) • cognitive impairment (someone having trouble with memory, thinking skills or making decisions) • physical, mental or emotional dysfunction, especially depression, recently losing a partner, not having friends or a social network, living alone, or not having contact with their children⁶.

13. Being aware of forced marriage

13.1 Forced marriage happens across all cultures. It's when someone is pressured into an arranged marriage or forced to marry someone they haven't freely chosen. It can also happen if someone lacks the mental capacity to make their own choices.

13.2 Signs of forced marriage might be: • someone having a brother or sister who has been forced to marry • parents talking about marriage • hearing talk of weddings or parties • talk of family members coming to live with the family, or family trips overseas • wedding photos, clothes, gifts,

Mehdi henna • unreasonable restrictions being placed on someone at home • how much the person's family deals with professionals who might help with organising a wedding or a visa, before a trip overseas.

14. OPG's role in safeguarding adults at risk

14.1 The diagram below shows the different sides of OPG's role in safeguarding people who lack mental capacity.

14.2 The ways we work to prevent abuse include:

- making people aware of legal safeguards such as lasting powers of attorney and the services of OPG and the Court of Protection. We promote safeguarding through talks, training, presentations, publicity and work with our key stakeholders and partners
- supervising deputies appointed by the Court of Protection to make decisions on behalf of someone who lacks mental capacity
- developing and reviewing strategies and policies about protecting our clients, both within the Ministry of Justice and in partnership with other government departments and external partners
- making sure systems are in place to prevent or reduce the possibility of a member of OPG staff abusing an adult at risk
- working with other agencies, including adult social services and the police.

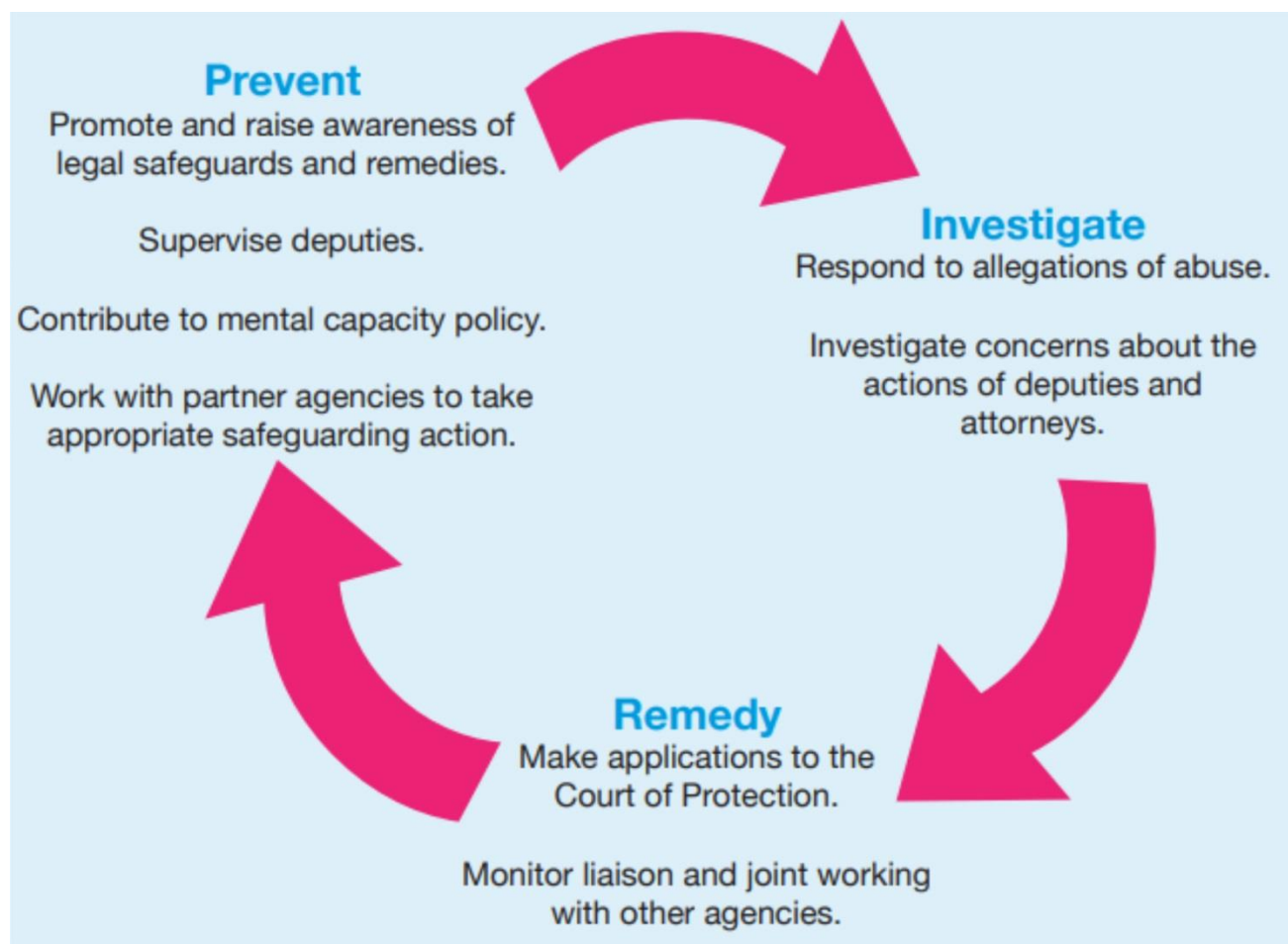
14.3 The ways we investigate reports of abuse include:

- receiving reports that an adult at risk is being abused (we call this 'whistleblowing')
- answering requests to search the register of deputies and attorneys (free of charge)
- investigating concerns about the actions of a deputy or registered attorney, or someone acting under a single order from the Court of Protection
- working in partnership with other agencies, including adult social services and the police, including taking part in meetings and case conferences
- taking part in joint investigations of suspected abuse.

14.4 The ways we work to stop abuse include:

- applying to the Court of Protection to suspend, discharge or replace a deputy and to cancel or revoke an EPA or LPA
- providing reports to the Court of Protection under Sections 49 and 58 of the Mental Capacity Act 2005, to help the court make informed decisions
- reviewing our client files and visiting clients where we know abuse has happened in the past or if we feel there's a risk abuse might happen.

Action flowchart



15. The statutory role of the Public Guardian

We'll use the legal powers given to OPG, on behalf of the Public Guardian, in the following ways:

15.1 OPG can carry out an investigation into the actions of a deputy, a registered attorney (LPA or EPA) or someone authorised by the Court of Protection to carry out a transaction for someone who lacks capacity, and report to the Public Guardian or Court of Protection. How we will investigate will be decided at the start of each case. Usually our investigations will include contacting people and agencies linked to the client, requesting copies of accounts and financial transactions, reviewing decisions and reviewing our file records. OPG can ask a deputy or attorney to provide specific information or documents when we investigate complaints or concerns.

15.2 As part of an investigation, OPG may visit a client or deputy, or a donor or attorney of a registered EPA or LPA. Visits are usually carried out by a Court of Protection visitor.

16. When we can't investigate

16.1 The Public Guardian doesn't have authority to carry out investigations in some cases.

However, even if we can't act directly, OPG and/or the Court of Protection may still have some involvement in an investigation being carried out by another party.

16.2 OPG doesn't have legal power to investigate in these cases: Concerns about the actions of attorneys acting under an unregistered EPA In this case we'll usually refer the matter to adult social services for an investigation. If the donor lacks capacity to make decisions, OPG may advise that an application is made to the Court of Protection to revoke the EPA and appoint a deputy. The court will sometimes order the Public Guardian to provide a report under Section 49 of the Mental Capacity Act. If the donor has capacity, OPG may suggest that a local agency or solicitor or a third party could help them to decide whether to revoke the EPA and make an LPA. Concerns about the actions of former deputies or receivers If there are concerns about the actions of a deputy whose appointment has ended, or a former receiver (someone whose appointment ended before 1 October 2007), OPG will usually advise that it's a matter for the current deputy, if there is one, to deal with.

This includes where the former deputy or receiver has died. If the Court of Protection ends a deputyship because of concerns about the deputy's actions, the court may order any new deputy to investigate the former deputy or receiver. Sometimes concerns are raised after the client has died. Any deputyship ends when the client dies. It's then the responsibility of the client's personal representatives to deal with any investigation. In cases where a deputy has been discharged, or the deputy or client has died, and OPG has concerns about possible financial abuse, we can call for a final report from the former deputy (or the personal representatives of the deputy if the deputy has died). If the Public Guardian is not satisfied with the report, we may apply to the Court of Protection for enforcement of the security bond (a sum of money, a bit like an insurance policy, that's paid to the bond provider to protect a client's money) under Regulation 40 of the Public Guardian Regulations 2007. This only applies to deaths or discharges after 1 October 2007. Concerns about the actions of people other than deputies and attorneys In this situation, OPG will refer the concerns to adult social services for investigation. If the adult at risk has a deputy then OPG will ask to be kept informed of the situation. We could assist by monitoring the situation through supervision of the deputy and visits to the adult at risk from a Court of Protection visitor. Concerns about the actions of someone acting under certain types of Court of Protection short orders Short orders were granted by the Court of Protection before the Mental Capacity Act came into force in October 2007. The Public Guardian does not have powers to investigate all short order situations. Where we don't have authority, we'll usually refer the concerns to adult social services for an investigation. This may result in an application being made to the Court of Protection to revoke the order and, if necessary, a court order to appoint a deputy. The application could include authority to look into the transactions of the person acting under the short order. Concerns about persons acting under an appointeeship made by the Department for Work and Pensions (DWP) In these circumstances, OPG will refer the matter to DWP and make a referral to adult social services for investigation under their procedures.

17. Supervision

17.1 The Public Guardian has a legal duty to supervise deputies appointed by the Court of Protection to make decisions on behalf of someone who lacks capacity. Supervision is an important part of safeguarding, and it includes:

- preventative measures, for example, calling for deputy reports and making sure deputies pay security premiums
- monitoring how the deputy makes decisions, for example through checking deputy reports, having regular contact with the deputy and anyone else interested in the client's welfare, and through visits by a Court of Protection visitor
- responding to concerns and complaints about the actions of the deputy, and applying to court to discharge unsuitable deputies.

18. Dealing with abuse

18.1 We'll look at a range of ways to put things right where abuse has been discovered. We may:

- apply to the court for a deputy to be suspended, discharged or replaced
- apply to the court for an order to be varied or for a deputy's security bond to be called in or varied
- apply to the court for a power of attorney to be revoked
- inform the police, if we think a crime has been committed
- tell a deputy they must provide a final report where the person he or she was acting for has died or the deputy has been discharged. If the deputy has died, the Public Guardian can require the deputy's personal representatives to submit a final report
- continue to closely monitor the situation through ongoing supervision of the case
- tell external agencies. This includes notifying any professional body where the person who has committed abuse is a member. The Public Guardian also has power to make referrals to the Disclosure and Barring Service, which may mean the abuser is put on the 'barred list' so they can no longer work with other adults at risk or with children.

19. Getting other agencies involved

19.1 Local authority adult social services take the lead in co-ordinating the multi-agency approach to safeguard adults at risk. Initial investigations can be undertaken by any agency, however the agency most closely involved with the client may be best placed to lead this investigation at first, with action, information sharing and advice from adult social services at all stages of an investigation.

19.2 After discussion with a line manager or senior colleague, any suspected abuse can be referred by OPG to the appropriate adult social services by making a Safeguarding Adults At Risk referral (SAAR).

19.3 The way local authorities work varies, but each adult social services' response will be within a framework based on the Care Act/ Social Services and Well-being (Wales) Act guidance. The local authority will agree any investigation through its strategy meeting and discussion process so that initial enquiries don't put any police investigation at risk.

19.4 The role OPG will take in any investigation will be decided on a case-by-case basis. We may:

- investigate the case ourselves. This happens when the Public Guardian has statutory powers under the Mental Capacity Act 2005 to investigate the actions of an attorney or deputy. In these cases, adult social services and/or the police can still be informed that we have received a report of suspected abuse. We don't have to prove that abuse has taken place before telling other agencies about it
- refer straight to adult social services and/ or the police if the Public Guardian doesn't have the authority to investigate
- work with other agencies (in particular adult social services) to investigate and deal with an allegation relating to an OPG client.

19.5 We'll discuss and agree the need to involve other agencies with the local authority or the lead agency in any investigation.

20. Reporting abuse to the police

20.1 If an incident of abuse is thought to be a criminal offence, OPG will refer it to the police.

Examples of action that may be criminal include: physical assault, psychological assault, sexual assault and rape, theft, fraud or other forms of financial exploitation, and certain forms of discrimination on the grounds of race or gender.

20.2 Added to this, the Mental Capacity Act 2005 states that a deputy or attorney is guilty of an offence if he or she ill treats or wilfully neglects the client.

20.3 Because deciding whether a case should be referred to the police is not always clear, decisions to involve the police will be taken by the compliance manager, with support from the OPG legal adviser, if needed. 21. Reporting abuse to the Forced Marriage Unit

21.1 If we suspect abuse involving a forced marriage, we will refer the matter to the Forced Marriage Unit (FMU). FMU is a joint agency with the Home Office and Foreign and Commonwealth Office.

21.2 FMU reassures, helps and gives options to victims of forced marriage. It works with the police, social services, teachers, welfare officers and health professionals to protect people at risk, and in extreme cases can help to rescue victims who have been taken abroad.

21.3 If the forced marriage of a donor or client has been organised by an attorney or deputy, or the attorney or deputy is aware of it, as well as referring the case to the FMU, OPG can investigate.

22. Sharing information

22.1 OPG manages its customers' information according to the law and in line with the organisation's values of being open and honest.

22.2 We handle sensitive personal information about people, including personal identity information and information about health and financial issues. We make sure there's no unauthorised access, loss, misuse, amendment or disclosure of this information. When safeguarding adults at risk, we sometimes need to share personal or sensitive information to someone from another organisation. OPG will only do this where the law says we can, and where sharing the information is in the client's best interests, including where it might prevent a crime taking place.

22.3 Where abuse is alleged or suspected, OPG will share information between relevant professionals so we can protect the individual concerned, or other people. Anyone who is being abused or is suspected of being abused, has a right to expect that we will protect their privacy. This goes for their families and carers too.

22.4 But where their 'vital interests' (that is, questions of life or death) or 'best interests', are involved, or if it's a matter of public interest, finding out the facts through sharing information becomes more important than anything else.

22.5 Under certain circumstances, we can share information with other people or agencies, according to the Data Protection Act 1998. Data can be shared with third parties 'in the vital interest of the data subject' or 'in the public interest' (for example, in the interest of the client or other people

in the same care setting). Sharing information, or asking for information to be shared with OPG, might be appropriate if, for example, there is a potential risk to others from the alleged abuser. Any information about the suspected abuse should be shared with the social services department or police investigating the case.

22.6 There are also sections in the Mental Capacity Act 2005 that allow the sharing of information between OPG and local authorities, and other agencies who care for or treat a client: • Section 58(2) of the Mental Capacity Act 2005 allows the Public Guardian to supervise deputies and investigate concerns about the way a deputy or attorney is exercising their powers. We do this in co-operation with any other person who deals with the care or treatment of 'P' ('P' is the term used in the Act for the person who lacks mental capacity to make decisions). • Section 58(5) of the Mental Capacity Act 2005 gives the Public Guardian authority to examine and take copies of any social services record held by a local authority which relates to 'P' (but not records about a deputy or attorney).

22.7 OPG will share information with professional and regulatory bodies if it's in the public interest. These bodies include the Solicitors Regulation Authority, the Disclosure and Barring Service, the Care Quality Commission (England) and the Care and Social Services Inspectorate (Wales).

22.8 If we're going to share personal or sensitive information, we'll do it (where possible) with the person's agreement. If they don't agree, we decide whether releasing information would be in their best interests. If sharing information is in the public interest we may feel that the need to release the information is more important than the views of the person concerned. Where adults lack mental capacity to safeguard themselves, others will need to make decisions for them according to the Code of Practice and in the person's best interests. We respect the rights of 'whistleblowers' and of people accused of carrying out abuse.

22.9 We'll always share information which safeguards adults at risk, and children, on a 'need to know' basis. We'll take care to make sure any information we share is correct.

23. Assessing and responding to the level of risk

23.1 We'll take all suspicions or allegations of abuse seriously.

23.2 OPG staff know that the needs of the adult or child at risk are of the highest importance.

23.3 We'll always try to act in the best interests of the adult or child at risk, while remembering that the Mental Capacity Act 2005 supports involving people who lack mental capacity, in decisions which affect them. Where an individual has capacity and is not being pressured, threatened, frightened or bullied, that person has the right to make an unwise decision.

23.4 We'll respond quickly to all allegations that abuse has happened, or is likely to happen. OPG's business plan shows how quickly we'll respond.

24. Roles and responsibilities of OPG staff

24.1 The Public Guardian will do whatever is in his or her power to guarantee the safety and protection of adults and children at risk. This policy is adopted by the agency board, executive team and senior leadership team. They will spread the messages in it and make sure that all staff adhere to it.

24.2 The senior leadership team is responsible for: • making sure that staff are fully aware of the safeguarding policy • telling people that the policy is important and keeping it up to date • allowing staff to attend training and letting them access guidance to help them identify abuse and the risk of abuse, and deal with it in the ways set out in this policy • making sure staff know about, and follow, reporting systems • planning performance objectives which support OPG's safeguarding policy for staff working in safeguarding roles

24.3 These roles also have specific responsibilities: The head of practice and compliance is responsible for making sure OPG follows this policy and for putting the right work systems and processes in place. The head of strategy and business development looks after relationships with external agencies and stakeholders about safeguarding issues, and with the communications team is responsible for communications with customers and stakeholders about safeguarding issues. The head of corporate services will manage finance policies and practices including (but not limited to) providing a robust fees policy to support safeguarding matters, guidance on handling cash, and a suitable risk management policy for managers. The head of corporate services is also responsible for managing information held by OPG, including providing guidance on how we manage safeguarding records⁹.

24.4 All OPG staff will know where to find a copy of this policy. Staff will be responsible for reading and understanding this policy. If someone doesn't understand any part of the policy, they can ask their line manager for help.

24.5 If they work in safeguarding, staff will agree to performance objectives that contribute to OPG's safeguarding role and will record positive contributions they make to safeguarding.

24.6 All staff, and especially those who have contact with clients, deputies and attorneys, will use this policy to help them identify and deal with abuse or risk of abuse.

24.7 Managers are responsible for making sure staff in their teams understand this policy and are skilled enough to follow it.

24.8 All staff will check the guidance on information assurance and security when managing personal information about clients, deputies and attorneys.

24.9 Court of Protection visitors (visitors) will be given a copy of this policy.

24.10 All visitors are responsible for reading and understanding this policy. If visitors don't understand something in this policy when they read it, or when they're dealing with a client's case, they will ask the OPG visits manager or the compliance manager.

24.11 Visitors will use this policy, their professional training and any other information given to them, to help identify and deal appropriately with risk or abuse.

24.12 If visitors spot safeguarding concerns during a visit, they'll take action to prevent or stop the abuse or neglect to the client, working with the OPG safeguarding and/or visits manager. Action may include making a SAAR, referring the matter to the police or raising concerns with the Care Quality Commission.

25. Training

25.1 All OPG senior managers, managers and team leaders will attend training or meetings about the responsibilities of OPG, how to recognise abuse or the risk of abuse, and on OPG procedures.

25.2 All OPG staff who have contact with clients, deputies, attorneys, visitors and case files will attend training on this policy.

25.3 We expect Court of Protection visitors, as part of their terms of appointment with OPG, to attend meetings or training on this policy – in particular how to recognise abuse.

25.4 Mandatory training and briefing sessions will be put on to keep all staff updated about changes to this policy or our processes around it.

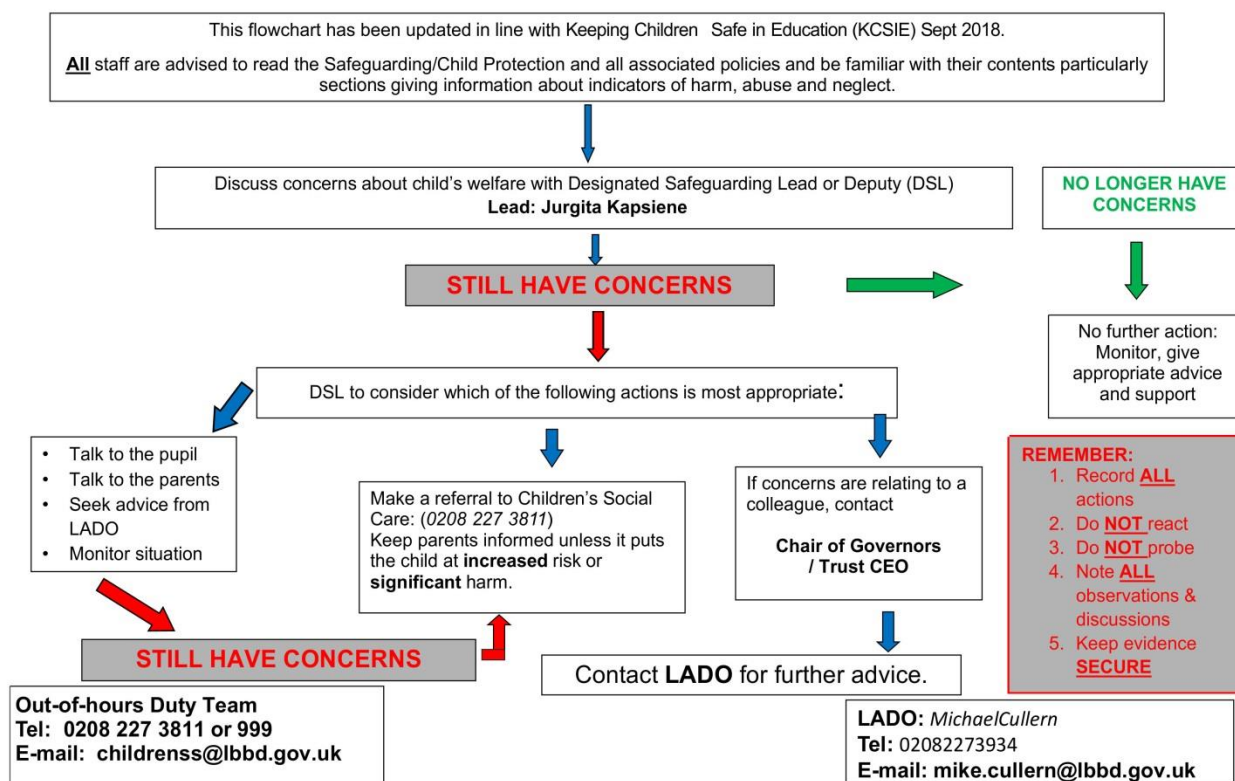
26. Reviewing this policy

26.1 This policy is part of an ongoing process to strengthen working with other agencies. It will be reviewed and revised whenever there's a change in national policy or the law.

26.2 The head of practice and compliance is responsible for making this happen.

Flowchart of actions when having concern

The following flowchart outlines TCR procedure for responding to a raised safeguarding concern. A copy should be available for staff to refer to in locations where direct delivery of a TCR is ongoing.



Discuss your concerns with your Manager

If this is the person who is suspected of abuse, or if your manager is not contactable, contact the Safeguarding Advisor or Head of Safeguarding or a member of the safeguarding team.

- If you do not feel your manager has provided relevant support or guidance, escalate to Senior Management
- Ensure the immediate safety of the child/ren, young person/people or vulnerable adult
- Do not promise confidentiality
- Reassure the person who has made the disclosure or raised the concern
- Avoid any action that could harm a subsequent investigation, including any legal investigation or action that may be taken

Focus discussion on:

- nature of concern
- risks to child/ren, young person/people or vulnerable adult
- action/next steps

Report concerns as soon as possible

This should normally be on the same working day. Do not delay in passing the information and seeking further advice on next steps.

Note: Volunteers must ensure that they refer any concerns to their volunteer contact as a priority

Make a record

Ensure detailed records are made of all events (with dates and times) and include what the child/young person/ vulnerable adult has said (where this applies).

Your manager will:

Contact the Safeguarding Advisor / Head of Safeguarding or a member of the safeguarding team to decide the appropriate course of action and decide which of the following should be informed if required:

- the local authority / Local Authority Designated Officer (LADO)
- the police and/or children's social care

- parents and/or referral agents
- Other appropriate support / referral agency

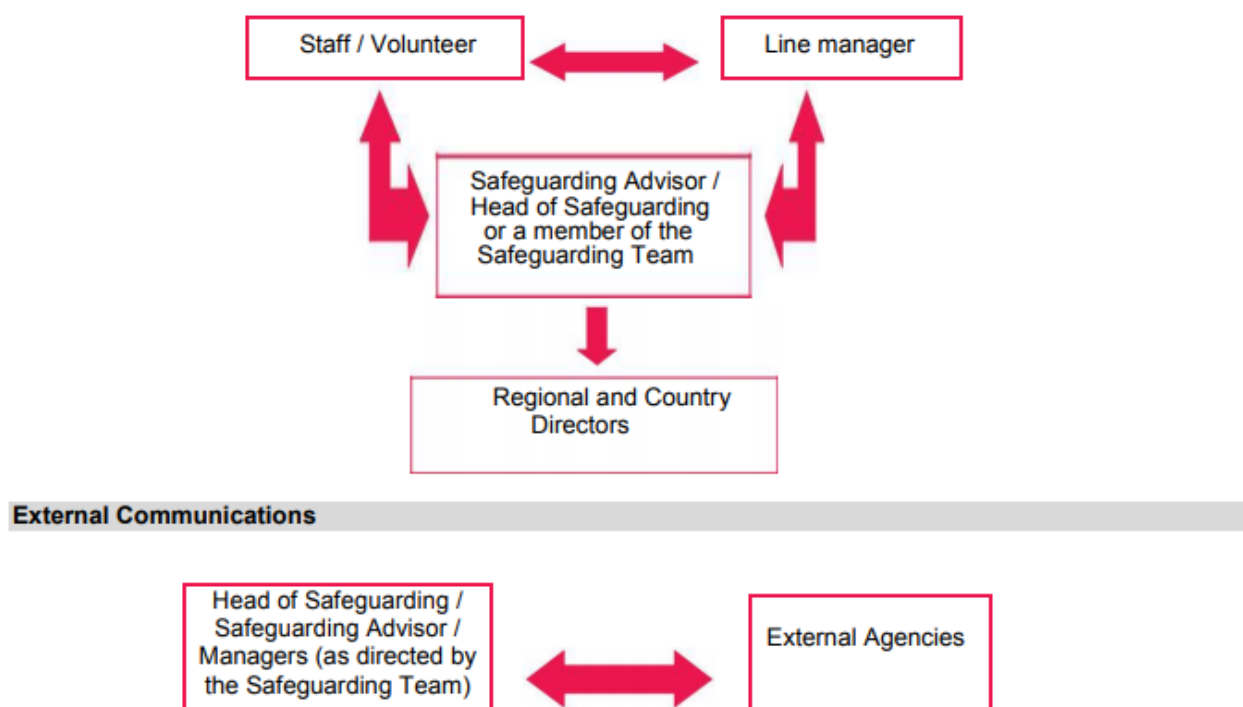
Implement agreed actions

NOTE: In an emergency and where there is immediate risk to a child or young person ACT!

It is essential to avoid delay as inaction may place the child or young person at further risk. Inform your Manager as soon as possible, who will in turn contact the Safeguarding Team. **If contact cannot be made appropriate action should be undertaken e.g. contact police.**

Communication during safeguarding incidents

The following internal and external communication routes should be observed when responding to a safeguarding concern.



Safeguarding Team Contacts

Director/Manager Jurgita Kapsiene, Mob.: 07377703749, e: tuitionref@gmail.com

Local and National Incident Management Numbers should be on your PT First Response Card if needed.

Dealing with disclosures

- **STAY CALM AND BE SYMPATHETIC.**
- **LISTEN** to what you are told without displaying shock or disbelief.
- Be observant and attentive without being judgmental
- Do not probe or put words into the persons mouth – accept what is said
- If you can, take notes but if this will stop the person talking or stops you dealing with the person appropriately, take notes as soon as possible afterwards and be as accurate as you can. Do not 'fill in blanks' or add your own words or thoughts. Use the student's own words even if they use colloquial language or swear.
- **REASSURE** the person, but **DO NOT** make promises that you may not be able to keep e.g. 'everything will be alright' or 'I won't tell anyone', **DO NOT** promise confidentiality
- **RESPOND** calmly and openly

- Do not ask leading questions or interrogate. Ask open questions which will encourage the person to talk openly.
- It is not your job to investigate, this can only be done by the relevant agencies such as the police or social care. You should only ask enough to establish the nature of the disclosure
- Do not criticise the perpetrator or be judgmental
- Do not touch the person to comfort or reassure them
- Do not ask the person to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to but ask the person what they would like to happen and encourage them to accept the steps that have to be taken next

Immediate action required following a concern, disclosure or allegation.

Staff should follow the process outlined in the Responding to Safeguarding Concerns procedure and:

- As well as establishing initial facts ensure that both the victim and alleged abuser are kept apart if applicable
- In a residential setting give consideration to returning one or both of the individuals to their home if the police are not to be immediately involved. Under-16s must be accompanied and this may mean bringing the whole group home or the accompanied return of one or both individuals. Ensure that procedures are in place to provide for this eventuality
- If unprotected sex has occurred there may be an immediate need to seek emergency contraception, and medical treatment for sexually transmitted infections. Where this is sought will depend on the circumstances, however Staff planning must include access to appropriate agencies e.g. Brook Advisory Centres, for use in such circumstances.
- The safeguarding team will provide guidance on any external agencies that may need to be contacted such as the Local Safeguarding Board, Social Services, MASH Teams, referral agencies etc.
- **Action to be taken for allegations made against a participant by another young person, where both are participants on TCR programmes**
- Follow the process outlined in the Responding to Safeguarding Concerns procedure.
- Where both the alleged perpetrator and victim are involved in the programme TCR will not automatically cease working with either but will consider the most appropriate way of managing future involvement and support of each individual. This may include referring either party or both on to other organisations

Action to be taken where consensual sex has taken place where one or both young people are under age and participants on a TCR course or session

- Follow the process outlined in the Responding to Safeguarding Concerns procedure.
- Where either young person is below the age of legal consent it is important to try to ensure there has been no exploitation or coercion involved. Where the relationship is clearly mutual and consensual with both individuals it will still be necessary to take into account the legal age of consent and the law around protection of minors. It may be appropriate to encourage the young people to inform their parents/guardian or referral agency or it may be necessary for TCR to contact external parties depending on any possible vulnerabilities of the young person / people involved.
- Speak to the individuals about the appropriateness and possible consequences of their relationship and provide ongoing support.
- Consider there may be a need to seek emergency contraception, and medical treatment for sexually transmitted infections.
- Where one young person is over 16, one or both parties could be deemed vulnerable, there is any concern or doubt about the relationship being abusive the Reporting Safeguarding Concern procedure must be followed. Each situation will be considered individually, however it may be necessary to refer the case externally taking into account the legal age of consent.
- Consider further aspects of the programme such as any residential elements

PT Note: See 'Sexual Health and Intimate Relationships Policy and Relationships between Clients'

Mixing of age groups on TCR programmes

- The mixing of under 16's and over 16's on programmes should only be done where specified in the relevant programme toolkit
- Individual risk assessments should be carried out to identify any potential safeguarding risks presented by any of the participants. The planning, staffing and supervision of sessions on programmes should reflect any action points identified in these risk assessments
- On TCR premises, staff must ensure where it is possible for under 16's and over 16's to mix, that young people are supervised at all times
- Staff must inform their manager if they become aware of any exclusive relationships forming between under 16's and over 16's while engaged on a TCR programme

Allegations involving TCR staff and volunteers

- Concerns about staff and volunteers must be treated with the same rigour as other Safeguarding concerns. If a concern or allegation of abuse or inappropriate conduct is made against a member of staff or a person in a position of trust, or there is suspicion regarding a member of staff or volunteers
- conduct with regard to children or young people contact your line manager immediately
- If the allegation or suspicion concerns your line manager then contact the Head of Safeguarding
- Where suspicions concern The Head of Safeguarding and / or a member of the Safeguarding team, The Senior Head of Health and Safety or the relevant Director should be contacted. The same procedure as outlined above must be followed
- Where the allegations are particularly serious or there is no doubt that an offence has been committed the police and/or children's social care will be informed immediately. A strategy for further action will then be agreed before a decision is taken as to notifying the staff member/volunteer. There will be country variations on this.
- In England and Wales, as it is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) the sexual activity is considered an abuse of the position of trust. The Local Designated Officer (LADO) will be contacted at this point.
- In the case of a LADO being contacted, the LADO will consider all of the facts and concerns regarding the adult and the child/ren including any previous history. They will decide on the next course of action either straight away or after consulting others such as the Safeguarding Lead or HR Dept.
- In Scotland the relevant Adult Protection Committee may need to be consulted.
- In Northern Ireland any concerns for the young person will be reported to the relevant Gateway Teams in Children's Social Services. Any suspected criminal activity will be reported to PSNI.
- If the complaint or allegation is such that it is clear that investigations by police and/or enquiries by children's social care are not necessary (or these bodies advise that this is the case) a decision will need to be made as to whether further action is still necessary, in particular whether action is required in line with TCR's Disciplinary Procedure. The Head of Safeguarding will liaise with HR and the Regional Country Director to advise on next steps to take.
- If further actions are required, the Head of Safeguarding will liaise with HR and the Regional or Country Director. Together they will coordinate decisions and any actions to be taken, including any referral to children's social care services/police and any subsequent actions by TCR
- The staff member/volunteer will be informed of the allegation and given an opportunity to respond

- The staff member/volunteer may be removed from duties that have direct contact with young people or required to take special leave with pay without prejudice
- If the person is a member of a union or professional association s/he should be advised to seek support from that organisation at the outset
- External support for the staff member/volunteer will be considered and the staff member will be issued with details of the Employers Assistance Programme
- Where there are clear grounds to believe that the allegations are malicious, an internal investigation will be held within three days and referred back to the Regional or Country Director and Head of Safeguarding for any further action. If the allegation was made by a child/young person, children's social care may be notified to assess whether the individual is in need of services and/or have been abused by someone else. If the allegations were from another party, disciplinary action may be taken. In serious cases (e.g. where it is believed the allegations were deliberately invented), the police may need to be notified.

Recording Safeguarding Incidents

- All safeguarding concerns, allegations, and action taken must be recorded in line with *TCR Accident Incident and Near miss Reporting procedure and a Record of Concern form* completed and forwarded to the Health and Safety Inbox. The relevant form to be completed can be found on the Safeguarding Page on Trustnet <https://www.trustnet.pro/sales/security-and-safeguarding>. Alternatively staff who have access should record it directly onto the AMS system. Any concerns requiring immediate action or guidance should involve the TCR Safeguarding Advisor or a member of the Safeguarding Team being contacted by telephone. All contact details are on page 52 of this document.
- Staff and volunteers must keep notes of all events (e.g. phone calls made, content of conversations, emails, etc) as they take place and in particular to keep a record of any decision or actions agreed, including; who made them, when, and on what basis
- If it's not possible to take notes at the time, do so immediately afterwards. Keep any notes taken at the time recording what you can verbatim. A full record of what is being said; heard and seen will need to be made as soon as possible, using TCR's reporting system

Professional Boundaries

- Staff and Volunteers must maintain professional boundaries at all times. Avoid placing yourself into situations where your actions may be misinterpreted. Young people should not be transported alone in vehicles unless another member of staff is present. Volunteers shouldn't spend excessive amounts of time alone with young people, take young people alone on car journeys, or undertake any home visits alone. Staff should only undertake home visits with another member of staff and with the authorisation of their line manager following the completion of a risk assessment. A volunteer is classed as being in a position of trust with the young people they work with, therefore any sexual relationships between a volunteer and a young person they are working with (under 18yrs) could be a criminal act and will need to be reported and escalated as appropriate. It is foreseeable that young people accessing programmes and staff delivering them may live and interact in the same location. However, staff and volunteers should never intentionally let a young person know where they live. Personal mobile numbers should not be given out and befriending young people on social media should be completely avoided. If you suspect that a young person may be or has developed a crush on you, discuss this with your line manager. Staff should not socialise with young people outside of working hours and the provision of possible gifts from a young person should be discouraged. If you are concerned that a member of staff is acting in an unprofessional manner with a young person(s) please raise this with the relevant line manager or refer to the whistle blowing policy.

Safeguarding and specific child protection training

- All TCR staff and volunteers will receive the appropriate level of ongoing safeguarding and specific child protection awareness / training, to ensure the organisation has proper awareness and understanding of child abuse and neglect of children and young people

- All TCR staff are required to complete TCR's safeguarding training and assessment programme as part of the "New Joiner" induction process
- All staff who work directly with young people must attend mandatory trainer led safeguarding training. This is a full day of training and dates can be found on the Learning and Development page on Trustnet. Training will be appropriate to roles and be accompanied by written material that can serve as a reference, where appropriate

Staff Supervision

It is recognised that dealing with safeguarding disclosures or supervision can be very emotional for the individual(s) involved. Staff involved with a safeguarding case should work closely with their line manager to ensure appropriate support is received and they have the chance to debrief about what has or is occurring. In the event that staff want to speak to someone impartial and feel they need more than a general discussion, they can contact the Employers Assistance Programme. Further details can be found on the <https://www.trustnet.pro/inclusion/mental-health-and-wellbeing/links>

Disclosure and Barring Services, PVG, Access NI and Recruiting Safety

Disclosure checks are not applicable to all staff and staff should refer to the Recruiting Safely policy which outlines which type of disclosure, if any, is necessary. This Policy should be consulted along with the DBS Policy and Toolkit. These documents are owned by HR.

- When appointing staff or volunteers to a post which requires an enhanced DBS, PVG or Access NI check this should be sought as soon as possible after recruitment and prior to them commencing their role
- If a staff member or volunteer starts in their role prior to the receipt of a satisfactory disclosure from the DBS (or equivalent) the individual must be supervised at all times by a member of staff with a satisfactory disclosure in place, until their own satisfactory disclosure is received
- If a member of staff is suspected as being unsuitable to work with children or vulnerable adults, a referral must be made to the DBS (or equivalent) explaining the nature of the concerns and stating any investigations or disciplinary hearing a staff member has been involved with it if it based on safeguarding concerns. This referral should only be made by the Head of Safeguarding after full consultation with The Director of People and Learning and the relevant Regional / Country Director.

This is only applicable to TCR staff, volunteers and secondees and does not extend to Delivery Partners who should be following their own procedures based on DBS / PVG or Access NI requirements.

Contact Details of Local and National Agencies

It is important that teams add their local contacts for different services to this list and keep them up to date. Staff should also have copies of, and make reference to, any local safeguarding policies and procedures used by Local Safeguarding Boards.

Local (Barking & Dagenham)

Staff capability to safeguard children

It is essential that you follow the steps below and that regardless of how trivial or serious you think the allegation or the safeguarding issue is, that you do not delay in contacting the local authority designated officer (LADO).

If an allegation is made by a parent, child or other practitioner against a member of staff, or a child is lost or goes even temporarily missing you must adhere to the following procedure:

- complete part 1 of the LADO referral monitoring form (DOC, 169 KB), and email to **lado@lbdd.gcsx.gov.uk**
- this must be done within 24 hours of receiving the allegation
- do not discuss the allegation with the staff member concerned
- follow up your referral with a telephone call to **020 8227 2265** to ensure the referral has been received and to discuss the next step with local authority designated officer (LADO) Lorraine Giles or safeguarding lead for education and schools Mike Cullern
- the LADO will then discuss with you how to proceed
- the LADO will discuss the options available, including advice on the position of the member of staff and whether suspension or other steps should be considered to safeguard the child and staff member, as well as what to tell the parents
- you must not discuss any of the details of the allegation with the member of staff concerned – the LADO will advise you if you can tell them that an allegation has been made and what child protection procedures must be followed – in some circumstances you may be advised that you cannot tell them anything at this stage
- based on your discussion you will be advised whether you will need to complete a multi-agency referral form (MARF)
- you will need to send the MARF to the referral officers at childrenss@lbdd.gov.uk
- a strategy meeting may then be arranged
- you must inform Ofsted
- you may be asked to conduct your own internal investigation once a decision has been made about a criminal investigation or other single agency investigation
- If you have concerns about a child's welfare:
 - record your concern: noting date, time, what you saw or what you were told. Use a body map to record unexplained marks etc, and add your signature
 - report these concerns to your nominated safeguarding officer
 - the nominated safeguarding officer must discuss the concerns with:
 - children's services duty and assessment team
 - LBDD multi agency safeguarding hub (MASH) **020 8227 3811** or
 - out of hours emergency duty social worker after 4.45pm on **020 8594 8356**
 - you may be advised to complete a common assessment framework (CAF) or
 - advice will be given whether to complete a multi agency referral form (MARF) Barking & Dagenham Safeguarding Children Board
- you must send the MARF to the referral officers at childrenss@lbdd.gov.uk 020 8227 3811
- you must ensure you receive confirmation of the receipt of the MARF within three days. It is your duty to follow this up
- out of hours emergency duty social worker on 020 8594 8356, you must ask for the emergency duty social worker. This call will go through to a central call centre and there may be a delay before you can speak to a social worker
- if you have any concerns about a child's safety and parental responsibility at the time of collection you must contact the police on 999 immediately.

Remember:

- **recognise**
- **record**
- **report**
- **refer**
- **receipt**

Safeguarding at risk children board (Barking & Dagenham)

Responsible for H&S and Safeguarding (TCR)	Director Jurgita Kapsiene T: 07377703749 tuitionref@gmail.com
Concerns – call police	111
Crime in progress	999
Children's Services Duty and Assessment Team	020 8594 8356
Local Safeguarding Children Board to be completed regionally	If you think a child may be suffering or are concerned that a child has suffered harm, neglect or abuse in the past, please contact us on 020 8227 3811 . If a child is at immediate risk of harm call the police on 999 . Barking&Dagenham LSC online referral form: https://www.lbdd.gov.uk/safeguarding-at-risk-children Out of hours emergency duty social worker after 4.45pm on 020 8594 8356 The Barking and Dagenham Safeguarding Children Partnership https://bdsafeguarding.org/
Local Authority Designated Officer (LADO)	Teresa DeVito, Group Manager for Safeguarding at Barking & Dagenham Tel: 0208 227 2265 or 0208 227 3934 E-mail: lado@lbdd.gov.uk Do not assume that the form has been received – telephone the LADO If you think a child is at immediate risk of significant harm phone Children's Social Care and/or the Police immediately Children's Social Care: 020 8227 3811 (8.45-4.45) 0208 594 8356 (out of hours) Police: 0300 123 1212 (999 if an emergency)
The Child Exploitation and Online Protection (CEOP)	http://www.ceop.police.uk/
Forced Marriage Unit	Telephone: 0207 008 0151 Email: fmufco.gov.uk
NSPCC Helpline The NSPCC helpline is a place adults can contact by phone or online to get advice or share their concerns about a child, anonymously if they wish.	0808 800 5000
NSPCC Helpline for Welsh Speakers	0808 100 2524
Child Sexual Exploitation Assessment Service SERAF (Sexual Exploitation Risk Assessment Framework)	02920 491743

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Referral / Advice Agencies Assault and Abuse NSPCC

NSPCC	0808 800 5000 www.worriedneed2talk.org.uk/directory
Childline	0800 1111
Churches Child Protection Advisory Service	0845 120 4552
Rape Crisis	0808802 9999 www.rapecrisis.org.uk
Refuge-Domestic Abuse	0808 200 247
Cooperating to safeguard children. Safeguarding guide for working with young people in England	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 https://learning.nspcc.org.uk/research-resources/schools/safeguarding-legislation/
NSPCC Asian helpline (Mon-Fri 11-7)	0800 096 7719

Mental Health

MIND	0845 766 0165 www.mind.org.uk
Relate	www.relate.org.uk
Parentline Plus (Helpline) Confidential and anonymous helpline for parents on any parenting issue	020 7284 5500 0808 800 2222
Samaritans	08457 90 90 90
Bereavement Advice and Support	www.survivingsuicide.com www.crusebereavementcare.org

Child sexual exploitation (Barking & Dagenham)

Concerns – call police	111
Crime in progress	999
Children's Services Duty and Assessment Team	020 8227 3852
Emergency Duty Team (out of hours)	020 8594 8356

More: <https://www.lbbd.gov.uk/safeguarding-at-risk-children>

<http://www.stop-cse.org/what-is-cse/>

Sexually Transmitted Infections

National Aids/HIV helpline	0800 567 123
Jewish Aids Trust	0181 200 0369
Terence Higgins Trust	0845 1221 200 www.tht.org.uk

Sexuality

London Lesbian and Gay Switchboard	0171 837 7324 www.ligs.org.uk
Bisexual helpline	0181 569 7500
Stonewall	www.stonewall.org.uk (information bank)

Contraception, Pregnancy and Sexual Health

Brook Advisory Centres	0800 0185 023 www.brook.org.uk
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Drugs and Alcohol

Al-Anon and Alateen	0171 0 0888
Alcohol and drugs support	www.adfam.org.uk

Eating Disorders

Eating Disorders Association National	01603 619090
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Bullying

Think you know – cyber bullying	http://www.thinkuknow.co.uk/
Kidsmart – cyber bullying	http://www.kidsmart.org.uk/
Kidscape	08451205 204 – www.kidscape.org.uk
Childline	https://www.childline.org.uk/info-advice/bullying-abuse-safety/

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