Safeguarding & Child Protection Policy- Education Family Wellbeing Service

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Our mission:

Our mission is to engage, enable and empower children and young people and their families to develop their own agency and self-determination, and to

contextualise the impact of social injustice by generating hope and transformational change

We provide and develop an innovative curriculum and extended education programmes that nurture children, young people and their families, enabling them to learn, grow and create value, based upon their own unique potential.

Values:

We are passionate about co-production models, valuing lived experience and partnership working. We base our thinking, reflections and actions upon humanistic values of self- respect, respect for others and respect for our environment.

Overview and purpose of Policy:

The Education Family Wellbeing Service is committed to safeguarding children and vulnerable adults, and we ensure regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, every person has the right to equal protection from harm and we promote the welfare and care of all children and young people.

At the heart of our service and practice, promoting and robustly monitoring safeguarding is the highest priority, and is consistently the highest priority for all staff, volunteers and visitors to our service. We have a child centred approach and work creatively and procedurally to ensure that children and young people's welfare is our over-riding priority. Safeguarding is everybody's concern and responsibility, and we all have a role to play in identifying and acting in the best interest of the child and young person.

Education Family Wellbeing Service is committed to:

Protecting children and young people from abuse, neglect and exploitation

Preventing the impairment of children's /young people's metal and physical health or development

Ensuring children grow up with in circumstances consistent the provision of safe and effective care

Ensure that children and young people have access to early help so that we can promote their welfare

Taking action to ensure children and young people have the best outcomes

Ensuring that children and young people learn in safe secure environments, using technology with robust filters and monitoring.

Child protection is part of the safeguarding process, and we focus upon protecting individual children identified as suffering the likelihood of significant harm and

promote their wellbeing. Within this policy we outline our child protection procedure which details how to respond to concerns.

We support the Safe & Together model when working with families who have or still are experiencing domestic abuse. The Education Family Wellbeing Service is committed to working in partnership with services who promote keeping children safe & together with their non-abusive parent, ensuring safety, healing from trauma, stability and nurturance. Our support to families engages with how the intersectionality's of racism, sexism, class, gender and sexual orientation can increase vulnerabilities and we adopt strategies and models to effective challenge their impact.

We view our policies and systems as not an end in themselves, but essential tools and systems to ensure that we promote the safety and wellbeing of children and young people by creating a culture of vigilance, nurture, stability and wellbeing of all our staff.

The Policy

The Proprietor, Senior Leaders and staff of the Education Family Wellbeing Service (EFWS) are committed to providing a safe and secure environment for children, young people, vulnerable adults, staff, volunteers and visitors. The senior leadership team are: Proprietor Michael Wigginton, Amy Clarke who is the Board Safeguarding Leader, Colette Ferns (Director and DSL); and George Newhouse who is SLT & DSL.

As well as promoting a climate where children, young people and vulnerable adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

We are committed to creating and maintaining a culture of vigilance, transparency and accountability in safeguarding children and young people and hold an active commitment to the promotion of their wellbeing and what is in the best interest of the child/ young person.

We believe that safeguarding children and young people is the response of everyone who comes into contact with young people and their families. This is promoted through the maintenance of robust and rigorous safer recruitment and working practices, education and learning modules, therapeutic modalities, child protection systems and multi-agency working. It is therefore the responsibility of all staff/ volunteers to play an active role in safeguarding children and promoting their wellbeing and best interests. We have included all the changes made within the Keeping children safe in education (KCSIE) 2025. All staff / volunteers must actively work to ensure children/ young people are protected from possible harm. They must provide a caring, positive, safe and stimulating environment that helps to promote young people's identity, social, physical, emotional and moral development as an integral part of their educational progress.

1.Safeguarding Definition Safeguarding- A child centred and coordinated approach to promoting the welfare of children is defined for the purposes of this guidance as: (Keeping children safe in education 2025)
Protecting children and young people from abuse, neglect and exploitation

Promoting wellbeing and ensuring early help is in place.

Preventing the impairment of children's / young people's mental and physical health or development
Ensuring children grow up with in circumstances consistent the provision of safe and effective care

Taking action to ensure children and young people have the best outcomes taking action to enable all children to have the best outcomes.

(The term children, includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

At The Education Family Wellbeing Service (EFWS) we are committed to safeguarding children and young people, and we expect everyone who works within our service to share this commitment. 'Safeguarding and promoting the welfare of children is everyone's responsibility' (KCSIE 2025).

Adults in our service take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them. As a service catering for children and young people with severe and complex emotional and mental health and special education needs, we acknowledge the additional safeguarding challenges that this presents, and this will be taken into consideration. We work hard to gain an in-depth knowledge of the children and young people we work with and devise individual education and behaviour support plans to reflect this. We recognise that no single practitioner can have the full picture of a child's needs and circumstances. we are committed to working in partnership and sharing information with colleagues so that children young people and families receive the right help, at the right time at the earliest possible time.

Any changes in behaviour will always be explored and seen as a form of communication and not assumed to be related to any precondition or diagnosis. We are also aware that children and young people may not feel ready or have the skills to tell someone they are being abused

We will overcome communication barriers by exploring age, the impact of trauma and development, domestic abuse and appropriate strategies All incidents of child-

on-child abuse will be taken seriously and will be recorded with appropriate positive behaviour support plans in place.

Staff undergo reflective practice so that any potential barriers that could inhibit effective communication and or the impact of vicarious trauma are managed through structured reflection upon professional practice.

2) Policy Aims

To provide all staff with the framework to promote and safeguard the wellbeing of children and young people and in so doing ensure they meet their statutory responsibilities

To ensure consistent good practice across the service and compliance with duties under legislation, through training, supervision and effective management systems

To demonstrate our commitment to protecting and supporting our vulnerable children; young people, who need support through early help, children in need and children who have a child protection plan.

To ensure that children and young people are at the centre and that all support meets the needs as soon as problems arise

To protect children and young people from maltreatment , whether that is within or outside the home including on line

3.Legislation and Guidance

The Proprietor and SLT of Education Family Wellbeing Service (EFWS) recognises and is committed to fulfilling its statutory responsibility to safeguard and promote the welfare of children and young people in accordance with the following legislation and guidance**:**

- DfE statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (July 2018).
- The Children's Wellbeing & schools Bill
- Working together to Improve School Attendance (2024)
- The national Audit on Group based child Sexual Exploitation and Abuse
- Developing on tackling violence against women and girls
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014 • The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Human Rights Act 1998 (HRA) European Convention on Human Rights (ECHR)
- The Equality Act 2010 including the Public Sector Equality Duty)

- 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October
- 2015)
- The Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- The Prevent duty: Departmental advice for schools and childcare providers', DfE
  (2015) • The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Sexual violence and sexual harassment between children in schools and colleges (Dec 2017) Children Missing Education 2018
- Sections 26 & 29 of the Counterterrorism and Security Act 2015
- The Mental Capacity Act (MCA) 2005 has been in force since 2007 and applies to England and Wales • Preventing and Tackling Bullying 2017
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (October 2015)
- What to do if you're worried a child is being abused', DfE (March 2015)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- The London Child Protection Procedures and Regional Procedures where appropriate.
- Domestic Abuse Act 2021
- The Voyeurism (Offence) Act 2019 – Amends the Sexual Offences Act 2003

The government's SEND Code of Practice provides guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.

This statutory code contains:

- details of legal requirements that you must follow without exception
- statutory guidance that you must follow by law unless there's a good reason not to
- It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

4. Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), board directors and volunteers, temporary and supply staff working within

our service. It will be reviewed at least annually by the governing board of directors and is in line with The London Child Protection Procedures and local procedures, the expectations of the Department for Education and Ofsted which inspects alternative provision and schools' safeguarding arrangements.

Other policies that may be referred to within this policy include:
Attendance and Punctuality
Admissions
Anti-bullying
Educational Visits
Visiting Speakers
Code of Conduct
Safer Recruitment
Behaviour Policy including use of Physical Intervention (Staff behaviour Policy) •
Equality and Diversity Policy
Management of Allegations
E-Safety
Children Missing Education
Whistleblowing
Sexting
British Values
Physical Restraint and Use of Reasonable Force Page 7 of 56 Safeguarding Policy •
Children in Care
Supporting Pupils with Medical Conditions
Safeguarding Children Policy for
Parent

The Management of safeguarding Roles and Responsibilities The Proprietor and
Senior Leadership Team (SLT)

The Proprietor Michael Wigginton
Our EFWS SLT and Proprietor have a strategic leadership responsibility for the safeguarding arrangements and will ensure they comply with their duties under legislation, they will have regard to 'Keeping children safe in education 2025' to ensure that the policies, procedures and training across all aspects of our service are effective and comply with the law at all times.

The Proprietor will ensure that they facilitate a whole service approach to safeguarding. This will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. They will ensure that all systems, processes and policies operate with the best interests of the child at their heart.

Our service will have a senior leadership team (or equivalent) lead to take leadership responsibility for all safeguarding arrangements.

The Proprietor will ensure:

Safeguarding policies:
Appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's and vulnerable adults' welfare. These policies will include an effective safeguarding/child protection policy which incorporates vulnerable adults, a code of conduct for adults which will amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media and a service behaviour policy. This policy and operational procedures will ensure online safety and examine content as safeguarding concerns harms if they promote misinformation, disinformation (fake news) and conspiracy theories . We will ensure that we make links to the DfE " Plan technology for school service so that we can assess and improve are filtering and monitoring systems. Also we will make reference to the DfE "Generative AI product Safety
Expectations guidance" so that we review and monitor AI tools across the service.
We recognise the threats of cyber security, by working towards Cyber security standards so that we build resilience across the service.

These policies, along with our service behaviour policy and information regarding the role of the designated safeguarding lead and any deputies, will be provided to all staff on induction. The proprietor will take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

Our safeguarding/child protection policy will describe procedures which are in accordance with government guidance and refer to London child protection procedures and locally agreed multiagency safeguarding arrangements which have been put in place by our safeguarding partners. It will be updated annually (as a minimum) and be available publicly via our service website.

That the above policies and procedures, adopted by the Proprietor particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

We will adopt and integrate within our service early intervention approach so that we are vigilant to the early indicators of abuse and the vulnerability factors outline in KCSIE . ('What school and college staff should look out for').

Appropriate safeguarding arrangements are in place for children and vulnerable adults 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.

Where reasonably possible, our service will hold more than one emergency contact number for each student.

Reflect the whole school approach to child-on-child abuse. This includes policies reflected elsewhere e.g. online safety and SEND.

The behaviour policy will include measures to prevent bullying (including cyberbullying, racist and discriminatory bullying).

Understanding of contextual safeguarding and the risks associated outside of the family home and online.

We are committed to working with Children's Services where absence indicates safeguarding concerns (para- 177) Working Together to Improve School Attendance (2024) As an Alternative Provider we under take half termly safeguarding checks as to ensure oversight of attendance.

Designated safeguarding lead and deputies:
The Designated safeguarding lead will hold a senior position within the organisation and have extensive experience of safeguarding and child protection.
The designated safeguarding lead will take lead responsibility for safeguarding and child protection matters. Their role will be made explicit in the role-holder's job description.

They will have responsibility for any deputy designated safeguarding lead(s) appointed and ensure they will be trained to the same standard as the designated safeguarding lead. That whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.That the designated safeguarding lead and any deputies will liaise with the safeguarding partners and work with other agencies.

The designated safeguarding lead and any deputies should liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NSPCC- 'When to call the police' will help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The designated safeguarding lead and or a deputy will always be available (during service office hours) for staff to discuss any safeguarding concerns. The training will be updated every two years. The DSL will attend Prevent training. In addition to their formal training, as set out above, their knowledge and skills will be updated, (for example via ebulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually.

The designated safeguarding will lias with Commissioners, Schools and Children's Services where absence indicates safeguarding concerns (para- 177) Working Together to Improve School Attendance (2024) As an Alternative Provider we under take half termly safeguarding checks as to ensure oversight of attendance.

Multi-agency working:
Our service is committed to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

The Proprietor, the DSL and DDSL understand the role in the safeguarding partner arrangements and co-operate and engage fully with the published safeguarding arrangements

Our service will work with Local authority- social care, the police, integrated care systems and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans. Our service will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
Our safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures. This will include understanding and reflecting local protocols for assessment and the threshold document along with supplying information as requested by the safeguarding partners

Information Sharing
The Proprietor and Senior Leadership Team (SLT) understand that sharing information is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. They understand that we have clear powers to share, hold and use information for these purposes.

The Proprietor and SLT understand and recognise the importance of information sharing between practitioners and local agencies. They ensure arrangements are in place that set out clearly the process and principles of information sharing within the service and with safeguarding partners, other organisations, agencies and practitioners as required.

The Proprietor and SLT understand the Data Protection Act 2018 and that GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Proprietor and SLT understand that DPA 2018 and the GDPR are not barriers to sharing information, and that where the failure to do so would result in a child being placed at risk of harm, they understand that fears about sharing information cannot

be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Proprietor and SLT will ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

The Proprietor and SLT will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

If the Service is unable to provide students' personal data where the serious harm test under the legislation is met, for example, in a situation where a child is in a refugee or another form of emergency accommodation, and the serious harms test is met, we should withhold providing the data in compliance with the service' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt our service will seek independent legal advice.

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

Further details on information sharing can be found:

- Chapter one of Working Together to Safeguard Children, which includes a mythbusting guide to information sharing
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- The Information Commissioner's Office (ICO), which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

Where children and young people leave the service, the designated safeguarding lead will ensure their child protection file is transferred to the new provision within 5 days

ensuring secure transit, and confirmation of receipt will be obtained from the receiving service/ provision. The file will be transferred separately from the main student's file. The service will ensure key staff such as designated safeguarding leads, are aware as required.

In addition to the child protection file, our designated safeguarding lead will also consider if it would be appropriate to share any information with the new service or provision in advance of a student leaving. For example, information that would allow the new service or provision to continue supporting victims of abuse or those who are currently receiving support through the Channel programme and have that support in place for when the student arrives.

Staff Training:

The Proprietor will ensure that all staff members undergo safeguarding and child protection training including online safety at induction. The training will be regularly updated, at least annually. Our induction and training will be in line with advice from the safeguarding partners. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, ebulletins, staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Our staff will be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.

Safeguarding training, including online safety training, is integrated, aligned and considered as part of the whole service safeguarding approach.

Whilst considering training requirements there will be regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of students. We will use these standards as good practice and include in all our training for all staff.

Opportunities to teach safeguarding:

The Proprietor will ensure that children and young people are taught about how to keep themselves and others safe, including online safety. This will be included within the curriculum, the Individual Education Plan (IEP) and reflect the specific needs and vulnerabilities of our children who may have experienced abuse and may have special education needs and disabilities.

The Proprietor will ensure that the curriculum is reflective of the current and previous needs and experiences of the children and young people.

Online Safety:

As a hybrid / online education service with an increasing level of online organisational work, it is essential that that the Proprietor and SLT ensure our students and staff are safeguarded from potentially harmful and inappropriate online material.

The Proprietor SLT recognises and ensures there is a whole service approach to online safety so that we protect the service, staff, students and families in their use of technology. The breadth of issues classified is considerable and ever evolving, but KCSIE classify four areas of risk: content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/

We will only commission online curriculums that have been approved by the DfE and have robust safeguarding checks in place for our remote learning packages. Online safety is an agenda item at all student meetings, staff meetings and the board of directors and is a golden thread throughout all of our policies.

Appropriate filters and appropriate monitoring systems are in place and take care that “over blocking” does not lead to unreasonable restrictions as to what students can be taught with regards to online teaching and safeguarding. (KCSIE 2025)

The operational procedures will ensure online safety and examine content as safeguarding concerns harms if they promote misinformation, disinformation (fake news) and conspiracy theories . We will ensure that we make links to the DfE “ Plan technology for school service so that we can assess and improve are filtering and monitoring systems. Also we will make reference to the DfE “Generative AI product Safety
Expectations guidance” so that we review and monitor AI tools across the service.

We recognise the threats of cyber security, by working towards Cyber security standards so that we build resilience across the service.

Technology and the risks and harms associated with it evolving rapidly. We will review our approach to online safety annually, supported by an annual risk assessment and recommendations from UKCIS 'Online safety in schools and colleges'. We will support parents/ careers and keep them updated on keeping children and young people safe online, through net-work meetings and access to community sector agencies and organisations for information and support.

Remote education

We will only commission online curriculums that have been approved by the DfE and have robust safeguarding checks in place for our remote learning packages.

We will draw upon The NSPCC guidance – 'Undertaking remote teaching safely', to highlight to parents/ careers and families the importance of children and young people being safe online and raise awareness with them regarding the expectations and usage that their child or young person is being asked to do online. This will include the sites they will be expected to access and clarity over who from EFWS will be interacting with online.

Opportunities to Teach Safeguarding:

Children and young people are taught about how to keep themselves safe and others safe, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationship Education (primary), Relationship and Sex Education (secondary) and Health Education - Personal, Social, Health and Economic education (PSHE), Citizenship and British Values.

The Proprietor and SLT recognise that a highly personalised or contextualise approach is required for all students attending EFWS and that teaching safeguarding is very much individualised to the needs of the student and is relevant/appropriate to their age and development. The teaching is student specific and always involves parents/carers together with any specialist teaching interventions for the student.

The EFWS adopts a preventative approach towards education so that we can equip our children and young people for the complexities of modern life in Britain. As part of our culture, ethos, values and standards we have a zero tolerance for racism, sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. Our behaviour policy and curriculum integrate evidenced based programmes of PSHE within the curriculum, group process and one to one guidance sessions with coaches, clinicians and teachers and ensure they reflect age appropriateness stages.

Inspection

The Proprietor and SLT are familiar with the OFSTED Education Inspection Framework and safeguarding: Inspecting safeguarding in education and skills settings.

Safer Recruitment:
We prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children (through enhanced DBS requirement), taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

We have recruitment and selection policies and at least one person on any appointment panel has undertaken appropriate safer recruitment training. We keep a single central record in line with statutory guidance and associated legislation.

Dealing with concerns about staff who may pose a risk of harm to children:
There are procedures in place to manage concerns/allegations against teachers (including supply teachers, other general staff, clinicians, volunteers), that might indicate they would pose a risk of harm to children. These allegations or concerns will be referred to the designated officer at the local authority, by the appropriate person. Our service will follow the procedures outlined in paragraph 71 and 73 Keeping Children Safe in Education. (2025)

Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

The Proprietor is aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence. **Child on Child Abuse**

ALL staff should recognise that children can abuse each other (including online). The Proprietor will ensure that ALL staff are clear about the services policy and procedures with regard to child -on- child abuse

Our safeguarding/child protection policy includes:
Procedures to minimise the risk of child-on-child abuse

Systems in place for children to confidently report abuse, knowing that their concerns will be treated seriously. It sets out how allegations of child-on-child abuse will be recorded, investigated and dealt with

Recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

Clear processes as to how victims, alleged perpetrators, perpetrators and any other child affected by child-on-child abuse will be supported; we hold a zero-tolerance approach to abuse and discrimination, and it will never be tolerated or passed off as “banter” “just having a laugh” or “part of growing up”

Recognition of the gendered nature of child-on-child abuse, that all child-on-child abuse is unacceptable and will be taken seriously

Recognises the different forms child on child abuse, such as: bullying - including cyberbullying, racist and discriminatory bullying and harassment; sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; up-skirting; consensual and non-consensual sharing of nudes and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; abuse in intimate relationships between peers and initiation/hazing type violence and rituals

Child Centred Approach:
The EFWS has the child and young person's best interests at the heart of our approach. We take their wishes, and feelings into account when determining what action to take and what services to provide. Systems are in place for children and young people to express their views and give feedback. Our service is nurturing and welcoming and we focus upon building strong relationships with children / young people and their families. Our open transparent solution focused approach fosters trust, mutual respect and empowerment.

Our knowledge and expertise of working with and a seeking to understand children/ young people and their families, informs how we communicate and observe behaviours as forms of communication and expression. We recognise children may not share concerns or worries in the typical way, but staff may observe changes to the child's physical or emotional appearance, and/or changes to behaviour and demeanour. The service has robust systems to record and report any concerns or worries staff may have about a child to the DSL.
Children and young people potentially at greater risk to harm

a) Children who need a social worker (Child in Need and Child Protection Plans)

Our Safeguarding team headed up by the DSL are aware that some children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences may disadvantage them when facing barriers to attendance, learning, behaviour and mental health. The designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

b) Children requiring mental health support

The primary objective of the EFWS is to support and educate children and young people with emotional mental health issues and complexities. We have a clinical team

who work in partnership with the Director to provide wrap around support and access to clinical modalities. We are also aware that changes in behaviour and emotional wellbeing can be indicators that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. ensures our service has clear systems and processes in place to identify any potential mental health problems, including routes to escalate, clear referral and accountability systems. As part of our training programme with staff we will draw upon the recommendations from Public Health England that are referenced in KCSIE 2025.

c) Looked after children and previously looked after children

The Proprietor will ensure that all staff have the skills, knowledge and understanding necessary to keep looked after children safe. They will also ensure that staff have access to the appropriate information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her/them. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Proprietor will ensure all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after and previously looked after children we will ensure that all agencies work together, and prompt action will be taken when necessary to safeguard these children. The Director will be assigned the designated teacher responsibility and will have knowledge of section 4-6 of the Children and Social Work Act 2017, also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher / Director has appropriate training and relevant qualifications and experience

d) Care leavers

We will fulfil our duty of care in partnership with the local authority who has ongoing responsibilities to young people who cease to be looked after and become care leavers.

Designated safeguarding leads will obtain details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs and Disabilities or physical health issues and conditions may face additional safeguarding challenges. Our

safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation or bullying (including racist and discriminatory -based bullying) than other children.
- Children with SEN and disabilities or certain medical conditions can be disproportionally impacted by things like bullying- without outwardly showing any signs, and communication barriers and difficulties in overcoming these barriers.

e) Children missing from education

We recognise and robustly monitor children and young people who go missing from our service and track emerging risk indicators. As part of the formulation of student's individual education plans and risk assessments we have measures in place to mitigate and manage the risks. We also recognise the importance of immediate communication with social care regarding children or young people who are subjected to a child protection plan or who are children in need. Given the vulnerabilities of the children, young people and their families with whom we work with, we are aware of the community risks associated with modern slavery, county lines, child sexual exploitation. Also, risks within the family home such as domestic abuse and the impact of parental mental health.

f) Migrant children and those seeking asylum in the UK

Migrant children and young people and those living with families and who are unaccompanied have a variety of vulnerabilities which may include.
Insecurity about their legal status, place of residence and carers.

Separation from significant family members, sometimes against their will.

Cultural questions and language difficulties.

Trauma may be connected with previous experiences in countries of origin and the circumstances of their departure, including child abuse, exploitation, trafficking, child sexual exploitation (CSE), or subjected to female genital mutilation.

The child may have been moved illegally and be under severe pressure to give a false account of themselves, or to keep secrets. Evidence shows that unaccompanied children or those accompanied by someone who is not their parent

are particularly vulnerable. Some of these children and young people may be privately fostered and not known to the Local Authority social care services.

g) Children who are lesbian, gay, bisexual, transgender, queer, intersex, asexual and agender (LGBTQIA+)

The EFWS recognises that a child or a young person identifying as LGBTQIA+ plus is not in itself an inherent risk factor for harm. However, children and young people who are LGBTQIA+ can be targeted by other children and young people, and also experience difficulties within the family and community. We recognise the vulnerabilities and barriers that children and young people may be experiencing and as part of our inclusive child centred approach we support them unconditionally, providing a safe, secure, nurturing environment, and trusting adult.

We will endorse the KCSIE 2025 with regard Sex and relationship Education endorsing gender specific language reference and questioning across EFWS

Non-Violent Resistance and the use of reasonable force

Our overall ethos and approach when working with children and young people attending our service is through nonviolence and effective communication. We understand that many children young people and families have been impacted upon by violence, in particular domestic abuse and racial harassment and abuse. We strive to explore beliefs about violence, discipline, respect and authority alongside values such as reconciliation, mutual respect, compassion and understanding. In creating a culture of openness mutual respect and integrity we hope to bring about changes within the relationships formed at EFWS and within the family and community.

We also acknowledge that within a learning environment a broad range of actions that staff become involved with involve a degree of physical contact to control or restrain children and young people. This can range from guiding a child to safety by the arm (between elbow and shoulder), to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury to themselves or others. We are committed, as a last resort strategy, to us ‘reasonable force’. In these circumstances means ‘using no more force than is needed’.

Our service does not adopt a ‘no contact’ policy, we have a policy which allows and supports our staff to make appropriate physical contact that enables staff to fully support and protect our students. The decision on whether or not to use reasonable force to control or restrain a pupil is down to following accredited training procedures, the professional judgement of the staff concerned and will always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, our service will consider

the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, our school can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Designated safeguarding lead

The Education Family Welfare Service Designated Safeguarding leader has significant experience in safeguarding and child protection. They will take lead responsibility for safeguarding and child protection including online safety. Their responsibilities will be explicit in the role holder's job description and will be a member of the SLT.

The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The Proprietor will determine whether to appoint additional deputy designated safeguarding leads, they will be trained to the same level as the designated safeguarding lead and their responsibilities will be explicit. The lead responsibility for safeguarding will not be delegated.

The Designated safeguarding lead in line with Keeping children Safe in Education, is expected to:

Manage referrals:
The Designated lead will be the point of reporting of any causes of concern or abuse from staff and children and young people and their families.

- They refer cases of suspected abuse to the local authority children's social care as required
- Monitor attendance in relation to safeguarding and report to the appropriate services
- Refer cases to the Channel programme where there is a radicalisation concern as required
- In liaison with the Director/the Proprietor refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as require.

Partnership working:

- Liaise with the director and senior team to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a point of contact with the safeguarding partners.
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, clinicians, IT Technicians, and SENCOs or the named person with oversight for SEND the service) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Act as a source of support, advice and expertise for all staff.
- Liaise with the senior clinician regarding safeguarding concerns that are linked to mental health
- Work with the director and senior team taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these have issues might have on attendance, engagement, and achievement.
- Contributing to the Service, Learning Attendance Behaviour/Relationship and Safeguarding (LARS) panel meetings, ensuring that the service knows who its cohort of children and young people are, who have or have had a social worker, understanding of their academic progress and attainment, and maintaining a culture of high aspirations and robust service delivery.
- Ensuring the support strategies and reasonable adjustments in terms of accessing learning are in place and communicated them across the service to learning coaches, clinicians and teaching staff.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Training, knowledge and skills:

- Training should provide the DSL with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as the specific harms that can put children at risk and the processes, procedures, and responsibilities of other agencies, particularly children's social care. This training will be updated at least every year
- The Designated Safeguarding Lead will undertake Prevent awareness training.
- The Designated Lead will have a good understanding of Sexual Violence and Harassment and the indicators of abuse and exploitation
- The designated Safeguarding Leader have insight into Online safety and misinformation, disinformation and conspiracy theories as clear safeguarding harms
- In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

The DSL will.

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the service's child protection policy and procedures, especially new and volunteer staff
- Have awareness of the specific needs of children in need, those with special educational needs and young carers
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and GDPR
- Confirm to schools and commissioners in writing that all safeguarding checks are in place for staff working with students on roll and commissioned places
- Understand the importance of information sharing, both within school and with safeguarding partners, other agencies, organisations and practitioners
- Ensure that all records are detailed, accurate, secure and accessible to those who are authorised.

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- Understand and support the service with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation
  Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online within the service
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and young people and taking account of their wishes and feelings, among all staff, in any measures the service may put in place to protect them.

Raise Awareness:

- Ensure the service child protection policies are known, understood and used appropriately, especially new and volunteer staff
- In collaboration with The Proprietor, ensure the service's child protection policy is reviewed annually (as a minimum) and the procedures are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Ensure staff are aware of training opportunities and kept updated upon policies developments within safeguarding and the law.
- Be the 'culture carrier' within the service around keeping children and young people safe in education.

Sharing information and managing the Child Protection File:

The DSL is responsible for ensuring that the child protection files are kept up to date.

The records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, and outcome achieved
- Ensure a child's protection file is transferred to the any new provision within 5 working days. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained.
- The DSL will ensure key staff such as the designated safeguarding lead, director and senior team are aware of any child with a safeguarding concern.

Accessibility

The Designated Safeguarding Lead will be available (during working hours) for staff within the service to discuss any safeguarding concerns. Whilst our designated safeguarding lead will be available in person, there may be occasions, in exceptional circumstance when this is not possible however, they may be available via e-mail, phone and online platforms.

Our service will arrange adequate and appropriate arrangements for any out of hours/out of term activities - DSL is available on phone, online platforms and e-mail at all times throughout the year, including service holiday periods

Providing support to staff

The training offered should support the designated safeguarding lead in developing their knowledge and expertise, so they can support, guide, advise staff and help them feel confident on well-being, safeguarding and child protection matters.

This includes specifically to:

- ensure staff are aware of the signs and indicators of abuse, violence, harassment
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, wellbeing and educational outcomes are linked to the overall progress and happiness of the children and young people.
- Understanding the views of children and young people
- We work hard to listen and understand the views of children, and young people within our service. We value the contribution they make, and we understand the barriers that prevent children and young people from being understood, heard and seen. We have a holistic view of the students' needs and understand that communication takes many forms both in a positive and challenging way. We understand that all behaviours are a form of communication, and we work hard to understand them and respond appropriately.

Therefore, Designated Safeguarding Lead should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and young people and taking account of their wishes and feelings.
- support staff to understand the barriers children and young people have in communicating and approaching staff about their circumstances.
- support staff in building trusted relationships with children and young people which facilitate communication.
- encourage staff to be active listeners and curious about the needs of children and young people.
- Holding and sharing information

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

- To understand the importance of information sharing, both within the service, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.

To understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

- Have skills and the ability to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Responsibility for all staff

Drawing from The Teacher Standards (2012) state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all the staff and volunteers who work at Education Family Welfare Service.

.All staff are given part one of Keeping children safe in education together with Annexe B and the updates 2025, all staff receive annual safeguarding training and regular safeguarding updates throughout the course of the year. Staff confirm that they have received, read and understood our Services' safeguarding policies and procedures and that they have attended safeguarding training.

As part of the staff induction training and annual training they are made aware of all systems with EFWS which support safeguarding training:

- Child Protection Policy – includes child on child abuse
- Behaviour / Relationship Policy , which includes measures to prevent cyber bullying, prejudice-based and discriminatory bullying
- Staff Code of Conduct – including low level concerns, allegations against staff and whistle blowing
- Safeguarding response to children who are missing from education
- Role of the designated safeguarding and deputy safeguarding leader
- All staff have a responsibility to provide a safe environment in which children and young people can thrive, learn and develop and express their unique selves so that they can fulfil their full potential.

Other staff responsibilities include:

- All staff have a responsibility to identify children who may benefit from early help or who are suffering, or are likely to suffer, significant harm.

- Any staff member who has a concern about a child and young person must follow the referral process
- All staff have a responsibility to take appropriate action, our staff will be expected to support social care and other agencies following referrals
- In addition to working with the designated safeguarding lead, safeguarding lead staff members should be aware that they may be asked to support social workers and other agencies to take decisions about individual children and young people. • All staff to refer to Keeping Children Safe in Education -part 1, Annex B and Annex C- the role of the designated safeguarding lead and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures).
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually.
- All staff will be made aware of the local early help process and understand their role within it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments, especially children in need (section 17) and a child suffering, or likely to suffer, significant harm (Section 47) that may follow a referral along with the role that they may be expected to play in such assessments
- All staff will be made aware of what to do if a child or young person discloses that he/she/they are being abused, neglected or exploited
- All staff members will be made aware of the types and signs of abuse, neglect and exploitation so that they can identify cases of children and or young people who may need help or protection.
- Staff members working with children and young people are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and when concerned about the welfare of a child and or young person.
- Staff members should always act in the best interests of the child and young person and always speak to the designated safeguarding lead immediately.
- Staff should be aware that children and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Staff should consider when a child's and or young person's mental health might become a safeguarding concern.
- All staff should be aware of the seven golden rules for sharing information, if in any doubt about sharing information; staff should speak to the designated safeguarding lead. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children and young people.
- Staff should ensure that if a child and or young person has made a disclosure, they are aware that the information will only be shared with the designated

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  safeguarding lead and children's social care. staff should never promise a child that they will not tell anyone about a report of abuse.
- Our staff will be alert to the potential need for any child or young person who: is disabled and has specific needs; has special educational needs; is a young carer; is showing signs of being drawn into anti-social behaviour including gangs and organised crime; frequently goes missing from care or home, is misusing drugs or alcohol themselves; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child; has returned home to their family from care; is showing early signs of abuse and/or neglect; has witnessed or experienced extra familial abuse and or experienced or

witnessed intra familial abuse; is at risk of being radicalised or exploited and is a privately fostered child.

- All staff should speak to the Designated Safeguarding Lead with regards to any concerns about female genital mutilation. Our staff know that there is a legal duty placed upon, them and must report to the police if they discover that an act of female genital mutilation appears to have been carried out on a girl under the age of 18.
- If staff have concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children and or young people, then the concern should be referred to the director of service. If the concern is about the director the member of staff should report this to the proprietor of EFWS.
- Our staff will comply with the guidelines in part four of Keeping children safe in education.
- All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in our services safeguarding regime. Staff should follow the school's whistleblowing policy and procedures or contact the NSPCC whistleblowing helpline.
- All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed of making a report.

Supply staff, volunteers, and students:

The Designated Safeguarding Lead will explain the responsibility of reporting any concerns about children and or young people's safety and welfare. Further, they will be briefed on the service's confidentiality policy and the code of conduct that we expect from all in our service.

Therefore, supply staff, volunteers and students have the responsibility to:

Work within the school's code of conduct, KCSIE, safeguarding/child protection policy, acceptable use of technology policy and confidentiality/information sharing expectations; and

Immediately share any concerns about a child's and or young person's welfare with the designated safeguarding lead.

Parental Responsibilities

At Education Family Wellbeing Service, we have an open-door policy where we encourage parents/carers to share any concerns regarding their own children/ young person or any other child/children/ young person who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents

/carers should ensure that their child attends school and that they arrive on time and are collected on time.
We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers and where reasonably possible to provide more than one emergency contact number.

Children and Young Peoples responsibilities

In our service, we respect all members of our community. The atmosphere and culture we work hard to create and maintain is one that encourages all students to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children and young people to take and make decisions for themselves. Children and or young people will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all students to share any worries or concerns with any adult from within the service at any time.

Confidentiality and Information sharing

The Education Family Welfare adopts the principles outlined in the DfE Information sharing guidance. As a service we have clear powers to share, hold and use information to identify and tackle all forms of abuse and neglect and promote the welfare of children and young people, including their educational and wellbeing outcomes.

We recognise that all matters relating to child protection are confidential. The director or Designated Safeguarding Lead will disclose any information about a child to other members of staff on a need-to-know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children and young people.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's / young person's safety or wellbeing. If a child/ young person wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child / young person, in an appropriate manner to the individual needs of the child/ young person, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children or young people safe. All information and data are stored securely, and any information or data is shared on a need to know basis.

Communication with Parents

Our service will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child and or young person at risk of significant harm or further risk of significant harm.

- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

We will endeavour to ensure that parents/ carers have an understanding of the responsibilities placed upon the service and all staff to safeguard children and young people.

In the best interests of safeguarding children/ young people there may be occasions when the service may consult with other agencies without a parent's or carer's prior knowledge. Our first concern and responsibility is to the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our service will follow the procedures required by London Safeguarding Children Partnership.

The visit may take place at the service at the request of the police or social care. In the event of the meeting being held within our service, parents/carers will be asked by us to remain within our service premises until such time that the police or social care can attend. If parents/carers choose to leave the premises of our service with their child/ young person, we will contact the police or social care to inform them of the parent's/carer's decision. At all times we will ensure an Interpreter is required to support parents / carers were necessary.

Recording and Reporting concerns and disclosures procedures

All staff within the Education Family Wellbeing Service are advised to report a concern or disclosure with immediate effect to the DSL. Concerns can be raised verbally in person or via a telephone, if the concern is urgent, we would expect a verbal discussion in the first instance. This must then be recorded electronically, where possible by the end of the same day.

Making a referral to Children's Social Care

Upon receipt of a school concern the designated safeguarding lead will decide and seek advice to determine whether the concern/disclosure meets a MASH, threshold for support from Social Services. The DSL will seek advice from the Director in all cases whereby the child and or young person is classified as high risk as classified by the service's risk management protocol. If cases are classed as not meeting the MASH threshold for support from social care the DSL and the director will decide upon the next steps with regard to safeguarding and risk assessments.

Voice of the children and young people

Children and young people's wish and feelings are taken into account, if appropriate, when determining what action to take and what services to provide to protect individual

children and young people through ensuring there are systems in place for them to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child and young person. Staff will be supported though reflective practice and supervision to be able to see the complexity of need and trauma and safeguard themselves against the impact off vicarious trauma.

Record Keeping

The Education Family Wellbeing Service's historical records of concerns and safeguarding/child protection files are stored separately from the student's main file. They are locked in a secure location. Records made by EFWS will be stored securely.

If a student moves from our service to another provision, we will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and separately from the student's main file. The files will be transferred within 5 days of a transfer. We will obtain a receipt from the receiving provider. If our service is the last known provision the child/ young person attend, records will be retained until the child's 25th birthday.

If a student arrives at our service with a child protection file, we will ensure key staff such as designated safeguarding director, designated teacher and SENCOs, are aware as required.

In addition to the child protection file, our Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new provider in advance of a child/ young person leaving. For example, information that would allow the new provider to continue supporting victims of abuse and have that support in place for when the child and or young person arrives.

Children in Care (CiC), designated teacher/ social worker and liaison with the virtual school headteacher

Our designated teacher/ social worker will undertake any relevant training to update their skills, understanding and knowledge to enable them to keep our looked after children and our care experienced children and young people safe. Our designated teacher/ social worker will promote the educational,

physical, social and emotional welfare of children who are looked after and care experienced. Along with

previously looked after children are children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Our designated teacher/social worker will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility
- They obtain information about the child / young person care arrangements and the levels of authority delegated to the carer by the authority looking after him /her /them
- They obtain the name of the child / young person's social worker
- They obtain the name and contact details of the virtual head in the local authority that looks after the child and young person
- They liaise with the virtual school headteacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan

Care Leavers

Local authorities have on-going responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Our Designated Safeguarding Lead should be given details of the local authority personal advisor appointed to guide and support the care leaver; our designated safeguarding lead will liaise with the personal advisor as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities or physical health issues

We are aware that children with special educational needs and disabilities or physical health issues may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities or certain medical conditions can be disproportionally impacted by things like bullying- without outwardly showing any signs
- Experiencing peer isolation or child on child abuse and bullying (including prejudice-based bullying)
- Communication barriers and difficulties in overcoming these barriers.
- We will ensure we have appropriate mechanisms in place to assist these children. We will follow the Fraser guidelines.

- Children/ young people potentially at greater risk of harm
- Children/ young people who need a social worker (Child in Need and Child Protection Plans)
- Children and young people may need a social worker due to safeguarding or welfare needs
- Children and young people may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children/ young person requires a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this. Our DSL is familiar with this review.

Children requiring mental health support

All education providers an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child young person has suffered or is at risk of suffering abuse, neglect or exploitation. The Director ensures that there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

As a service we monitor systems in place and ensure we have early identification and can respond quickly and robustly to access additional support and or referral routes to a range of resources and mental health professionals, this includes working with external agencies.

Safeguarding Training

Induction:
All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated along with the London Safeguarding Children Partnership recommendations and new policy initiatives. Upon appointment and starting the new post, new staff and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education -Part 1, annex B and annex C, Whistleblowing Policy, Management of Allegations Policy, Code of Conduct, Acceptable use of IT policy, the services Behaviour Policy, our service's children missing education procedures and other relevant safeguarding information e.g. the name of the Designated Safeguarding Lead. They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Senior Leadership Training
The Proprietor will be invited to attend safeguarding training as part of the induction process and annually thereafter.

Safer Recruitment Training
Our service will ensure that at least one member of any recruitment panel has received safer recruitment training.

Safer working practices Our service has a code of conduct which addresses safeguarding concerns

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Must not give out personal mobile phone numbers or private e-mail addresses • Must not give pupils lifts home in your car
- Must not arrange to meet them outside of school hours
- Must not chat to pupils on social websites
- Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.
- Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child / young person from injury to themselves or others parent/carers will be informed.
- Safer recruitment

- To create a safe environment for our children/ young people our service will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children/ young people, outlined in part 3 of Keeping Children Safe in Education

We will ensure that at least one member of any recruitment panel has received safer recruitment training.

Our service adheres to statutory responsibilities to check staff who work with children / young people, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.
We expect all staff to have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children / young people. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children/ young people, or children/young people or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children/ young people, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in prohibition from teaching by the Teaching Regulation Agency (TRA) a bar from engaging in regulated activity, or action by another relevant regulatory body.

The Education Family Wellbeing Service require all staff to inform the Director during the recruitment process of anything that affects their suitability for employment, including any relevant cautions, convictions or relevant orders that they are aware of, or they may have accrued during their employment, and/or they are charged with a criminal offence that would render them disqualified from working with children/ young people.

All shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children e.g.

- if they have a criminal history
- whether they are included on the barred list
- whether they are prohibited from teaching / social work / clinical practice
- whether they are prohibited from taking part in the management of an independent school
- information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted
- if they are known to the police and children's social care

- have they been disqualified from providing child-care
- any relevant overseas information

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment of new staff within our service will:

- Verify a candidate's identity. Where possible we will see the candidate's birth certificate as this is best practice
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)

- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow advice on the GOV.UK website
- If the person has lived or worked outside the UK, make any further overseas checks the school consider appropriate
- Disqualification by Association check (if required)
- Verify professional qualifications, as appropriate; we will use The Teacher Services' system to verify any award of qualified teacher status (QTS) and the completion of teacher induction and probation
- Check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.
- Check that the candidate is not disqualified under the Childcare Act 2006 (2018 regulations) where relevant to the post.

These checks are part of a wider safeguarding regime which will carry on following appointment.

Our service understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our service will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our service makes decisions about the suitability of any prospective employees based on checks and evidence including criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis within the service for teaching, caring for or supervising children, providing a clinical service and or social work

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- Will carry out paid or unsupervised unpaid, work regularly within our service where that work provides an opportunity for contact with children
- Engage in intimate or personal care or overnight activity, even if this happens only once.

  For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the service requires an enhanced DBS certificate, which does not include a barred list check.
- For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching (including directions, sanctions and restrictions)
- Since 01 January 2021 the TRA Teacher Services system no longer maintains a list of those teachers who have been sanctioned in EEA member states. Our Service will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:
Criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions

Obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK

Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body.

Our service keeps a Single Central Record that complies with all the requirements. It is monitored by the Director and DSL at regular intervals.

The Single Central Record covers the following people:

- All staff who work within the Education Family Wellbeing Service
- All members of the proprietor body
- Volunteers
- The Proprietor
- The Senior Leadership Team
- Agency, third-party staff and contractors
- The following information will be recorded on the Single Central Record:
- An identity check.
- A barred list check.

-
- An enhanced DBS check/certificate.
- Prohibition, directions, sanctions and restrictions checks.
- A section 128 check
- Further checks on people who have lived or worked outside the UK; this would include
- EEA check teacher sanctions and restrictions.
  A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.
- The date upon which the current and original DBS certificate was seen (applicable for employees appointed after 1/9/16)

We will at the EFWS will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates. Our service will also check that the person presenting themselves for work is the same person on whom the checks have been made (Identity check).

We will obtain written confirmation from alternative providers we use to confirm they have undertaken the relevant pre-employment and DBS checks for their staff

All applicants MUST show their current original DBS certificate to the school as soon as they take up post.

Agency and third-party staff (supply staff)

We will obtain written notification from any agency, or third-party organisation we use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working within the service.

Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing the individual. The service will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Managing Allegations.
The Education Family Wellbeing Service are working to the Managing Allegations Policy. Our policy complies with the guidance set out in part four of Keeping Children Safe in Education.

All allegations of abuse of children/ young people carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff or volunteer, the following will be considered:

- Has the member of staff/volunteer.

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- Behaved in a way that has harmed a child/ young person, or may have harmed a child/young person
- Possibly committed a criminal offence against or related to a child/ young person
- Behaved towards a child/ young person or children/ young people in a way that indicates they would pose a risk of harm to children/ young people
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children/ young people

  If an allegation is made against a member of staff or volunteer the DSL must be informed immediately or as soon as possible within 1 working day and he or she must contact the Director and senior Designated Officer Colette Ferns immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.
- If an allegation is made against a supply teacher or any temporary staff member

Whilst the EFWS is not the employer of supply teachers/ temporary staff, we will ensure allegations are dealt with properly. In no circumstances should we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher/ temporary staff or redeploy them to another part of the service, whilst we carry out our investigation.

Agencies will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The service will usually take the lead because agencies do not have direct access to children/ young people or our service staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers/ temporary staff, whilst not employed by the service, are under the supervision, direction and control of the Proprietor governance, when working within the service.

When using an agency, the service will inform the agency of its process for managing allegations.

If an allegation is made against the Director, the member of staff who has the concern must contact the proprietor, who must then contact the DDSL immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action. If an allegation is made against the Proprietor, the Director should be informed as soon as possible within 1 working day.

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Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. The service will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. The service will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The Education Family Wellbeing Service understands that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child/young person; or if a person otherwise poses a risk of harm to a child/ young person. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS must be made, if the criteria are met. (Outlined in KCSiE)

We have a holistic approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the service (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. We have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold.

The Designated Officer is Colette Ferns (Director), George New House (SLT) has undertaken DSL training

Whistleblowing

All staff, volunteers and parents within the Education Family Wellbeing Service should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our director, and senior leadership team. Our service has adopted a Whistleblowing Policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our director or senior leadership team.

Where a staff member feels unable to raise an issue with our director or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 08088005000 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Curriculum and e-safety

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Relationship and Sex Education (RSE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

E-Safety curriculum and computing, use of mobile technology.The E-Safety lead is Colette Ferns

The police will be involved, and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

We have an e-safety policy which will be reviewed annually and include a risk assessment.

Contextual safeguarding

We know that safeguarding incidents and/or behaviours can be associated with factors outside our service and/or can occur between children, young people within the community setting. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children and young people will consider whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so our service will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse

Children and young people who may require Early Help:

All children and young people benefit from Early help, however, all staff are particular aware of the need for vigilance and early help for a child or young person who:

- Is disabled or has a certain health condition and has specific additional health needs
- Has specific educational needs (| whether they have a statutory and Education Health Care plan – EHCP)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing goes missing from education, hoe or care
- Has experiences or a historic experiences of multiply suspensions is at risk of being or has been permanently excluded, from education provision
- Is at risk of modern slavery, trafficking, sexual/or criminal exploitation
- Is a t risk of being radicalised and or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family with domestic abuse, drug and alcohol misuse an adult mental health
- Is misusing alcohol or drugs themselves
- Is at risk of so called honour-based abuse such as Female Gential Mutilation or Forced marriage
- Is a privately fostered child

Early Help Assessment:

If early help is appropriate the DSL/ DDSL will lead on liaising with other agencies and setting up interagency assessment if appropriate. The DSL may be required to support other agencies in an early help assessment and in may be required to act as the lead professional. (Working Together to Safeguard Children). In such circumstances the review process must be followed and consideration to refer to children social care will

be followed if the situation appears to not improve. The EFWS LARS panel will monitor the early help assessment process.

Part 2
Abuse, Neglect and Exploitation

Types and Signs of Abuse Neglect and Exploitation.

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect , exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Staff are aware that children and young people are at risk both from within and outside the home. Staff will exercising professional curiosity and are aware of what to look for in the early identification of abuse and neglect so that they and EFWS can offer help and protection

What is Abuse:
Abuse is a form of maltreatment of a child/ young person. Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Children/ young people 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/young person or children /young people.

All staff are expected to be vigilant at all times, taking account of the following.

Physical abuse

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

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

Emotional abuse

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

Signs of abuse:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm
- Sexual abuse

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

Signs of Abuse:

- Aggression

- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour
- Suicidal adiation

Neglect

The persistent failure to meet a child/ young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child/ young person's basic emotional needs.

Signs of abuse:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child/ young person from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child/ young person's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations

- Frequently missed medical appointments

The list of signs is not an exhaustive list.

If staff recognise any of these signs, they should not presume that the child is being abused but MUST report their concerns to the designated safeguarding lead immediately.

Children Missing from Education (CME)

All children/ young people, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between parents, settings, schools/colleges and the local authority is critical to ensure that all children/ young people are safe and receiving suitable education.

We are aware that a child going missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of children/ young people going missing in future.

Our staff are aware of and adhere to the services procedures for unauthorised absence and children missing from education. Our service has appropriate safeguarding policies, procedures and responses for children who go missing from education. Our school has an admission register and an attendance register. All students are placed on these registers at the beginning of the first day on which the service has agreed, or been notified, that the student will attending a provision within the service. If the child/young person fails to attend on the agreed or notified date, our service will notify the local authority at the earliest possible opportunity to prevent the child/young person from going missing. Children and young people who are subjected to a child protection plan will have notification on the same day.

Our attendance and admission registers are kept up to date. We actively encourage our parents and carers to inform us of any changes whenever they occur. Our service monitors attendance regularly as part of our Learning Attendance Behaviour/Relationship & Safeguarding (LARS) panel meetings and we address any issues that may cause concern and where attendance fails to meet the expected level.

Our service will notify the local authority of any child/ young person who fails to attend regularly or has been absent without the service's permission for a continuous period of 3 days or, more at such intervals as are agreed by the EFWS and the local authority.

Where a parent notifies our school that a student will live at another address, the EFWS will record in the admission register:

- the full name of the parent/carer with whom the student will live.
- the new address; and
- the date from when it is expected the student will live at this address.

Where a parent of a student notifies us that the student is registered at another provision or will be attending a different school/ college in future, our service will record in the admission register:

- the name of the new provider; and
- the date on which the student first attended or is due to start attending that provision.

The EFWS will notify the local authority within five days when a student's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the student. Our service will also notify the local authority when a student's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the register's name is deleted from the register.

Our service will only delete a student's name from the admission register under regulation 8(1), subparagraph (f)(iii) or (h)(iii) if our service and the local authority have failed to establish the student's whereabouts after jointly making reasonable enquiries.

When our service notifies the local authority that a student's name is to be deleted from the admission register, our service will provide the local authority with:

- the full name of the student.
- the full name and address of any parent with whom the student lives.
- at least one telephone number of the parent with whom the student lives.
- the full name and address of the parent with whom the student is going to live, and the date the student is expected to start living there, if applicable.
- the name of student's destination provision and the student's expected start date there, if applicable; and the grounds in regulation 8 under which the student's name is to be deleted from the admission register.

Our service will work with the local authority to agree on methods of making returns. When making returns, we will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination provision or address is unknown. We will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

Private Fostering Arrangements

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) who is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer; for28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts, (whether of full blood, half blood, or marriage/ affinity.)

EFWS staff will notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child/ young person involved to check that they are aware of their duty to inform the LA. Our service is aware that we need to report any private fostering arrangements that we become aware of to the Local Authority.

Consensual and non-consensual sharing of nudes and semi-nudes and/or videos

The EFWS know and understand that sharing photos and videos online is part of daily life for many young people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as, Snapchat, Whatsapp or Facebook Messenger, etc.

The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying, sexual harassment and increased vulnerability to sexual exploitation.

Although the production of such imagery will likely take place outside of our service, these issues often manifest within organisations working with children and young people. We will respond swiftly and confidently to ensure that young people are safeguarded, supported and educated. Producing and sharing sexual images of under-18s is also illegal.

At EFWS we will deal with all incidents of youth produced sexual imagery as a safeguarding concern. We will be guided by the principle of proportionality and our primary concern will be the welfare and protection of the children/young people involved. Our service may respond to incidents without involving the police in accordance with the guidelines set out in the UKCCIS- Sexting in schools and colleges: responding to incidents and safeguarding young people. We may respond to incidents without involving the police.

At EFWS will adopt the recommended procedures regarding the law and handling incidents outlined in UKCCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people and DfE guidance – Searching,

screening and confiscation -January 2018. (Appendix 3 for police powers on searching).

Whilst dealing with an incident our service will:

Respond immediately to disclosures or incidents in line with the EFWS safeguarding procedures, staff will notify the designated safeguarding lead immediately of any concern, incident or disclosure

Handle devices and imagery according to DfE advice (Searching, Screening and confiscation- January 2018)

- Risk assess situations
- Involve other agencies, including escalation to the police and children's social care • Record incidents
- Involve parent/carers unless there is good reason to believe that involving parent/carers would put the child/young person at risk of harm
- Seek to support young people
- All incidents relating to youth produced sexual imagery will be recorded by the service. This includes incidents that have been referred to external agencies and those that have not
- Support young people to report youth produced sexual imagery online
- Provide preventative education to learn about the issue of youth produced sexual imagery

Our staff will not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents will be based on what DSLs have been told about the content of the imagery.

If we at EFWS decides that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation

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.

Impact of child sexual abuse, child sexual exploitation:

- Can affect any child or young person (male/ female/gender neutral) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse

Abuse is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

At the Education Family Wellbeing Service, we understand that any child/ young person in any community may be vulnerable to child exploitation, we will be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes, and we will be mindful that a child/young person who may present as being involved in criminal activity is actually being exploited.

We are aware that the following vulnerabilities are examples of the types of things children/Young people can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status

- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care/ care experienced and those with interrupted care histories)

We understand that not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present.

Indicators include:

- Children/ young people who appear with unexplained gifts or new possessions
- Children/ young people who associate with other young people involved in exploitation
- Children/ young people who have older boyfriends or girlfriends
- Children/ young people who suffer from sexually transmitted infections or become pregnant
- Children/ young people who suffer from changes in emotional well-being
- Children/ young people who misuse drugs and alcohol
- Children/ young people who go missing for periods of time or regularly come home late and who, regularly miss school or education or do not take part in education.
- Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child/young person into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children/young people being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children/ young people who appear with unexplained gifts or new possessions
- Children/ young people who associate with other young people involved in exploitation
- Children/ young people who suffer from changes in emotional well-being
- Children/ young people who misuse drugs and alcohol

- Children/ young people who go missing for periods of time or regularly come home late and who regularly miss school or education or do not take part in education

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines and sexual exploitation.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children/young people and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children/young people can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children/ young people are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children/ young people can also be held against their will in drug trap houses which is a building used as a base from where drugs are sold from or manufactured. These houses are usually occupied by someone (usually adult drug users but sometimes young people are forced to stay in trap houses).

Children/young people can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (female/male gender neutral) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years

- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

'Honour based abuse'

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

If our staff have any concerns regarding a child/young person that might be at risk of HBA or who has suffered from HBV they will speak to the designated safeguarding lead. As appropriate the designated safeguarding lead will activate the local safeguarding procedures by contacting the police and or social care.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory duty for all staff.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers/staff along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

It will be rare for teachers/staff to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers/staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher/staff has a good reason not to, they should also still consider and discuss any such case with the EFWS designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher/staff member does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers/staff will follow local safeguarding procedures.

Some warning signs:

- Difficulty walking, sitting or standing
- Unusual behaviour after an absence from school.
- Age of the young girl (0-15 years)
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom.

- A young girl may have frequent, urinary, menstrual or stomach problems. • Prolonged or repeated absence from school
- A young girl may try to avoid PE lessons.
- Travel to a country known to practise FGM (School holiday times) • An Elder family member visiting from a country known to practise FGM.
- Over hearing conversations related to FGM
- A young girl may disclose, ask questions or ask for advice. • Reluctance to undergo normal medical examination
- Girls that are withdrawn from PSHE or SRE.

Forced Marriage

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

The Forced Marriage Unit has published multi-agency guidelines, with pages 35-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Breast ironing/flattening

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

Signs that a girl could be at risk

- A girl is embarrassed about her body
- A girl is born to a woman who has undergone breast flattening
- A girl has an older sibling or cousin who has undergone breast flattening
- References to breast flattening in conversation, for example a girl may tell other children about it
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- A girl from an affected community is withdrawn from PSHE and/or Relationship and Sex Education as her parents wish to keep her uninformed about her rights and her body.
- One of both parents or elder family members consider breast flattening integral to their cultural identity.
- The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening

Signs that breast flattening has occurred

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

Law in the UK

There are no specific laws in the UK regarding breast flattening. If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL immediately. The DSL will contact the MASH and make a referral. Up Skirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This is a criminal offence.

Serious violence

All staff should be aware of indicators which may signal that children/young people are at risk from or involved with serious violent crime. These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children/young people have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these (more information can be in Home Office guidance)

Prevent (Radicalisation and Extremism)

Children/young people are vulnerable to extremist ideology and radicalisation. Similar to protecting them from other forms of harms and abuse, protecting children/young people from this risk will be a part of the EFWS safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups and right-wing ideologies.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

We understand there is no single way of identifying whether a child/young person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child/young person's

vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, our staff will be alert to changes in children/young people's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children/young people who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead making a referral to the Channel programme.

From 1 July 2015, specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

We will:

- Assess the risk of children/young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Work in partnership with parents, children, families and statutory agencies
- Assess the risk in our local area and as a minimum our designated safeguarding lead will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children/young people from the risk of radicalisation
- Ensures that suitable filtering and monitoring is in place. Our students are taught to stay safe on-line. Our E-safety is integral to the service's IT curriculum

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour

- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, artwork or writing that displays extremist themes • Attempts to impose extremist views or practices on others.
- Verbalising anti-Western or anti-British views; and racist abuse towards black minoritised communities
- Advocating violence towards others.

We aim to build the children/young people's resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE and Citizenship.

Training on Prevent will be delivered as required to the relevant staff.

Channel

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel Guidance.

E-learning channel awareness programme for staff is available at: Channel General Awareness.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools/services to make referrals if they are concerned that an individual might be vulnerable to radicalisation. WE will refer into the local authority who has commissioned the placement

Child on Child abuse

This is generally where a child abuses another child/children/ young person/people

All staff recognise that children/ young people can abuse their peers and that all forms of violence as well as sexual violence and sexual harassment can take place inside or outside of our service. We recognise that abuse and exists on a continuum and creating a culture of zero tolerance towards behaviour is key. All allegations will be taken seriously, we understand that 'abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". (KCSIE).

All allegations will be carefully considered, and all decisions will be made on a case-by-case basis in consultations with social care. Referrals under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children
- Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment and sexual exploitation, causing someone to engage in sexual activity without consent; and consensual and non-consensual use of nude and semi-nude images/videos.

We understand the context of gendered based of child-on-child abuse (it is more likely that girls will be victims and boys will be perpetrators) but all child-on-child abuse is unacceptable and will be taken seriously. Other gender issues that can be prevalent when dealing with child-on-child abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable. It is likely that, to be considered a safeguarding allegation against a child/ young person, some of the following features will be found.

If the allegation:

- Is made against an older child/ young person and refers to their behaviour towards a younger child or a more vulnerable child
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other children. Young people throughout the service
- Indicates that other children/ young people may have been affected by this child/ young person
- Indicates that young children outside the school may be affected by this child/ young person.

Examples of safeguarding issues against a child could include:

Physical Abuse

- Violence, particularly pre-planned • Forcing others to use drugs or alcohol
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation; and
- Bullying and cyber-bullying
- Coercive controlling behaviour
- Sexual abuse / sexting and gender-based violence
- Sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about cloths and appearance
- Calling someone sexualised names
- Indecent exposure
- Indecent and inappropriate touching or serious sexual assault
- Forcing others to watch pornography or take part in sexting
- Initiation and hazing violence.

- Causing someone to engage in sexual activity without consent
- Upskirting – (this is a criminal offence)
- Prevention, assessing and minimising the risks

We will minimise the risk of allegations against other children / young people by:

- Creating a culture of trust, where staff actively listen engage and are committed to empathetic relationships built upon respect.
- Providing a developmentally age appropriate PSHE, RSE, British Values curriculum which develops children/ young people's understanding of acceptable behaviour and keeping themselves safe
- Having clear systems in place for any child/ young person to raise concerns with staff, knowing that they will be taken seriously
- Delivering targeted work on assertiveness, protective behaviours and keeping safe those children/ young people identified as being at risk
- Developing robust risk assessments & providing targeted work for children/ young people identified as being a potential risk to other children/ young people
- Training and awareness sessions will be provided for staff.
- Staff recognising, acknowledging, or understanding the scale of harassment and abuse and not downplaying some behaviours related to abuse which can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenario a cultural that normalises abuse and leading to children/ young people accepting it as normal and not coming forward to report it.
- Procedure to manage and record Child on Child allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead will be informed
- A factual record will be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The designated safeguarding lead will contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice
- The designated safeguarding lead or deputy will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multiagency agency safeguarding hub MASH where the police will become involved
- Following advice from Social Care and/or the police, parents of both the child/ young person being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The designated safeguarding lead will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children/ young person's files
- It may be appropriate to make alternative arrangements for the student being complained about for a period of time according to the services' behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough investigation should take place into the matter using the services behaviour procedures
- In situations where the EFWS considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and the plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.
- Abuse that occurs online or outside of the service remit will not be downplayed and will be treated equally seriously

The Education Family Well-being Service recognises and understand that child on child allegations will be very distressing situations for all concerned – the victim, perpetrator, other children/ young people, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

Child on child sexual violence and harassment

If an incident of sexual violence or sexual harassment occurs our school will follow the guidance set out in Part 5 of Keeping Children Safe in Education (2025) and we will use the DfE guidance Sexual violence and harassment between children in schools and colleges (Sept 2022).

Sexual violence and sexual harassment can occur between two children/young people of any age and sex. It can also occur through a group of children/young people sexually assaulting or sexually harassing a single child/ young person or group of children/young people. Children/young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) inside or outside of the service and are never acceptable.

The SLT, Staff and the Proprietor at Education Family Wellbeing Service adopt a zerotolerance approach and any inappropriate behaviour will be addressed, even if it appears to be relatively innocuous. We will be mindful of the age and developmental level of the child /child/ren/ young person/young people involved and take appropriate action to support all children/young people.

All victims will be taken seriously and offered appropriate support. We know that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQI) children are at greater risk.

Staff are aware and know the importance of:

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

Sexual harassment

Sexual harassment means ‘unwanted conduct of a sexual nature’ that can occur online and offline. For this policy, reference to sexual harassment, is in the context of child-onchild sexual harassment. Sexual harassment is likely to: violate a child/young person’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks
- about clothes and appearance and calling someone sexualised names. • sexual “jokes” or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (we will consider when any of this crosses a line into

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sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of sexual images and videos
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats
- sharing of unwanted explicit content –
- Encouraging other children/ young people to engage in inappropriate sexual behaviour (For example having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children/ young people performing indecent acts.

EFWS also recognises that if sexual harassment is not challenged it creates a culture that can normalise inappropriate behaviours and provide an environment that may lead to sexual violence

Sexual Violence

Our staff are aware of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below: Legislation.

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. This covers a wide range of behaviour so a single act of kissing someone without consent, can still constitute sexual assault.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Harmful sexual behaviour

The Education Family Well-being Service recognising that children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may have negative developmental impact. "Harmful sexual behaviour" (HSB) is a term widely used in child protection and we will consider it within this context.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. Important factors we will consider:

- The ages and the stages of development of the children and young people.
- Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.
- Children and young people displaying HSB have often experienced their own abuse and trauma and is highly likely to be an indicator of their abuse and or sexual exploitation

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he/they agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.
- sexual intercourse without consent is rape

Education Family Wellbeing Service response to a report of sexual violence, harmful sexual behaviour or sexual harassment

Our service will follow the guidance set out in part 5 Keeping Children Safe in Education (2023) and the DfE guidance Sexual violence and sexual harassment between children in schools and colleges -Sept 2022

Any decisions made upon receipt of a concern will be made on a case-by-case basis by the designated safeguarding lead who will liaise with social care and or the police if necessary.

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- All staff who have a concern regarding sexual violence or sexual harassment will speak with and report their concern to the designated safeguarding lead immediately
  All victims will be reassured that they are being taken seriously and they will be supported.
- All staff will act in the best interest of the children /young people
- Our staff will be supportive and respectful of the child/young person
- Our staff will listen carefully to the child/young person, they will be nonjudgemental and will not ask leading questions
- Our staff will not promise confidentiality and will explain that the information will be shared with those people who will be able to help and progress the report.

A record of the report will be made. Best practice is to wait until the end of the report and immediately write up a thorough summary. It may be appropriate to make notes during the report however staff must remain engaged with the children/young people, listen very carefully and not be distracted by note taking.

The record will only include the facts as the child/young person presents them. We understand that the notes should not reflect the personal opinion of the note taker and we are aware that the notes could become part of a statutory assessment by social care or part of a criminal investigation

Where the concern includes an online element, we know we should not view or forward any images unless there is a valid reason to do so and we will follow the DfE guidance set out in Screening, searching and confiscation advice.

Where possible we will try to manage and record an initial report with two members of staff present preferably one of them being the designated safeguarding lead.

If the designated safeguarding lead is not involved in the initial report the staff member will speak to the designated safeguarding lead immediately.

Risk Assessment

If we receive a report of sexual violence or harassment, the designated safeguarding lead will make an immediate risk and needs assessment. This will be considered on a case-by case basis

Our risk and needs assessment will consider:

- the victim, especially their protection and support.
- whether there have been other victims
- the alleged perpetrator; and
- all the other children/young people (and, if appropriate, adult students and staff) within our service especially any actions that are appropriate to protect them from the alleged perpetrator(s) or from future harms

Our risk assessment will either be an electronic record and will be reviewed and updated regularly. We will continually and actively consider the risks posed to all children/young people and we will put adequate measures in place to protect and keep them safe.

Our designated safeguarding lead will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform our services approach to supporting and protecting our children/young people and will be used to update our own risk assessment.

Actions to consider following a report of sexual violence and/or sexual harassment

The starting point regarding any report made at the Education Family Welfare Service is that there is a zero tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. We will not pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children/young people.

Following a report of sexual violence and/or harassment we will consider:

- the wishes of the victim in terms of how they want to proceed (in an age and developmentally appropriate way.) This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children and young people.
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- the ages of the children/young people involved.
- the developmental stages of the children/young people involved.
- any power imbalance between the children/young people. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other form of abuse and a sustained pattern may not just be of a sexual nature).
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- are there ongoing risks to the victim, other children, young people, adults and staff within our service; and

-

- other related issues and wider context e.g. contextual safeguarding, any links to CSE and CCE

Managing a report

We consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's

social care and/or the police, then, generally, EFWS will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop us taking immediate action to safeguard our children/young people, where required.

In all scenarios decisions and actions will be regularly reviewed and relevant policies will be updated to reflect lessons learnt. We will look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we will decide on a course of action. We will consider whether there are wider cultural issues within the service that enabled the inappropriate behaviour to occur and where appropriate extra teaching/ support time and/or staff training could be delivered to minimise the risk of it happening again.

Considering bail conditions

Our service will have due regard for the information available in KCSiE part 5 and the DfE sexual violence and harassment guidance regarding bail condition.

When there is a criminal investigation, without bail conditions, our service will work with children's social care and the police to support the victim, alleged perpetrator and other children/young people involved (especially potential witnesses). Where required, we will seek advice from the police to help manage our safeguarding responsibilities.

The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process. • Where bail is deemed proportionate and necessary, we will work with children's social care and the police to manage any implications and safeguard our children/young people. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education and support.

Particular regard will be given to: the additional stress and trauma that might be caused to a victim within the organisation; the potential for the suspected person to intimidate the victim or a witness; the need to ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).

- Careful liaison with the police investigators should help to develop a balanced set of arrangements
- Managing any delays in the criminal process

There may be delays in any case that is being progressed through the criminal justice system. Our Service will not wait for the outcome (or even the start) of a

police investigation before protecting the victim, alleged perpetrator and other children/ young people within the service. We will use a risk assessment to help inform any decision.
Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, our designated safeguarding lead or deputy will work closely with the police (and other agencies as required), to ensure any actions our school/college take do not jeopardise the police investigation. If our school/college has questions about the investigation, we will ask the police.

The end of the criminal process

If a child/young person is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensure relevant protections are in place for all the children/young people within our service and, we will consider any suitable action in light of our behaviour policy. If the perpetrator remains within our service with the victim, we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the service thinks are reasonable and proportionate regarding the perpetrator's timetable.

We will ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim.

The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Unsubstantiated, unfound, false and malicious reports

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Safeguarding and supporting the victim. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child/ young person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider the appropriate action, taking into account the child/ young person's age/stage of development.

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the victim.

- The age and the developmental stage of the victim
- The needs and wishes of the victim will be paramount (along with protecting the child/young person) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that our service is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include: Children and Young People's Independent Sexual Violence Advisors (ChISVAs), Rape Crisis, The Survivors Trust, CAMHS, Rape Crisis centres and the Internet Watch Foundation, The Male Survivors Partnership, NHS, Childline, Rape and assault referral centres.
- Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, a member of staff or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victims. We will respect and support this choice.

We are aware that sexual assault can result in a range of health needs, including physical, mental and sexual health problems and unwanted pregnancy.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a fulltime timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst the victim will be given all the necessary support to remain in our service, if the trauma results in the victim being unable to do this, alternative provision should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers/ commissioners).

If the victim does move to another educational institution (for any reason), the new educational institution will be made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

We will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

The age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child/young person will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children/young people. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Advice on behaviour and discipline within our service is clear that teachers/ support staff can discipline students whose conduct falls below the standard which could be

reasonably expected of them. We have a non- exclusions policy, and we recognise that our service can be a significant protective factor for children/young people who have displayed HSB, and continued access, with a comprehensive safeguarding management plan in place, is an important factor.
It is important that if the alleged perpetrator(s) does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children/young people and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.

Domestic Abuse
The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass - Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult(s) (this is Colette Ferns; designated safeguarding lead) within the service before the child or children arrive or engage with their education coach the following day. This ensures that the service has up to date relevant information about the child/young person's circumstances and can enable support to be given to the child/young person according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. For children/young people being educated within the family home an alternative venue will be considered if appropriate to safeguard staff and family members.

Our service will make use of the advice and links available in Keeping Children Safe in Education (Annex B) to identify children who are affected by domestic abuse and how they can be helped.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

Young people can also experience domestic abuse within their own intimate relationships. This form of childonchild abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young

people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both
parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child/young person’s welfare. When required our designated safeguarding lead will obtain contact details and know referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and will not, replace a referral into children’s social care where a child/young person has been harmed or is at risk of harm.

Our staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, we will also recognise in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these young people and our designated safeguarding lead will ensure appropriate referrals are made based on the child/young person’s circumstances.

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children missing from home or care
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Relationship abuse
- Sexting
- Trafficking
- Modern slavery

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, **ALL concerns MUST be shared with the designated safeguarding lead**

Children and the court system

Children/young person are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Our service will use the age-appropriate guides to support children, 5-11year olds and 12-17year olds. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children/young people. Our service will use the Ministry of Justice online child arrangements information tool to support this process and will make this information available to parents and carers if they require our assistance.

Children/young people with family members in prison

Some children/young people who attend our service may have a parent who has been sent to prison. Our service will utilise the information NICCO provides designed to support professionals working with offenders and their children/young people, to help mitigate negative consequences for those children/young people.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If we have concerns about a child then this information will be passed on to the DSL who will make a referral to social care, who will then also make a referral to the National referral Mechanism.

The National Referral Mechanism is a framework for identifying and referring potential victims of modern slavery. AS referral has to made through a front line professional ‘first responder’ The local authority usually holds this role. The modern Slavery helpline is 08000 121 700 or the police 101.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either

- ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or
- ‘cyber dependent’ (crimes that can be committed only by using a computer).
- Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’)
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple source making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access

  Trojans with the intent to commit further offence, including those above

Children/young people with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child/young person in this area, the LABS panel will discuss and research resources to harness these skills and interests.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of our service hubs and or community facilities we access can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children/young people in conversation/ selling drugs. As part of the curriculum and individual education plans, we discuss personal safety and explore staying safe strategies

Monitoring policy and practice

Our safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures. Our policy will be published on our website and paper copies are available upon request.

Appendix 1

Internal Safeguarding Referral Form

All staff to follow this procedure when you have a concern or any reason to suspect that a child or young person is suffering or likely to suffer, some form of significant harm/ abuse or an alleged abuse is made.

Cause of concerns raised

Child of young person discloses to you
You are concerned about the young person's presentation
Non attendance
Family home conditions
Concerns regarding parent /carer



Phone the duty Designated safeguarding leader report concern via phone
Write concern up on the internal cause of concern form email to designated safeguarding leader
Lianne Watson DSL
Meggi Sparkes Richardson DSL
Follow guidance from DSL
Ensure Student is safe/ secure
Follow guidance



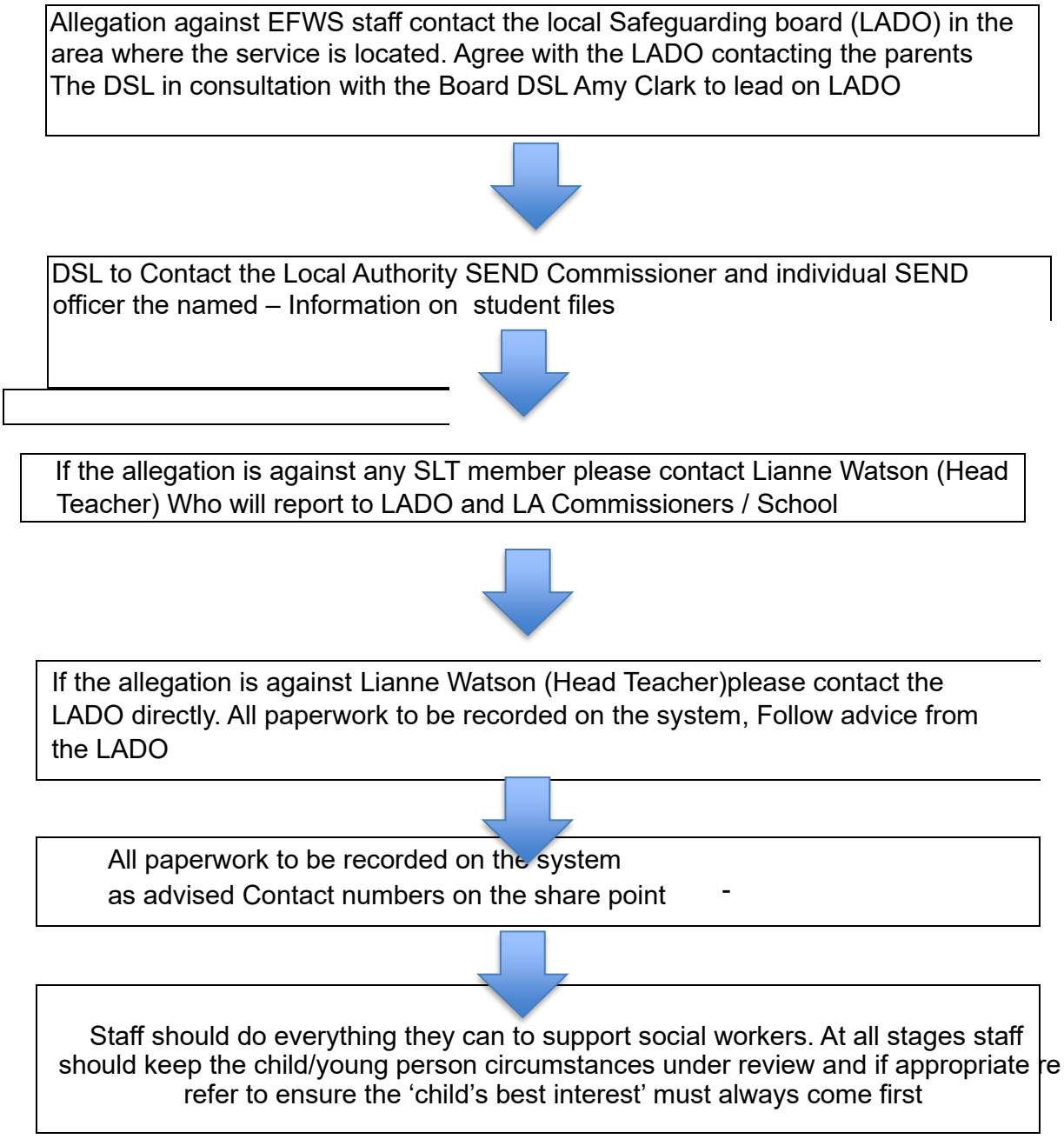
EFWS DSL

Speak with tutor / teacher regarding concern and make a referral to
If child on roll at a school send to the school DSL & inform IPES commissioner
If child not on roll make referral to the IPES safeguarding platform and up load all relevant documentation
The EFWS DSL must inform the parent / carer that you are making a cause of concern referral unless it would impact upon the safety and security of the child or young person
If a child has a social worker inform social worker
Seek advice and follow on actions as advised
Emergency call police and or direct referral to social care hub
Review support plans and risk assessments

Monitor case

Appendix 2 Allegations made about EFWS staff

Follow the flow chart



Appendix 3

Processes for managing individual cases

Chart 1 - Action taken when a child/ young person is referred to local authority children's social care sChartervices

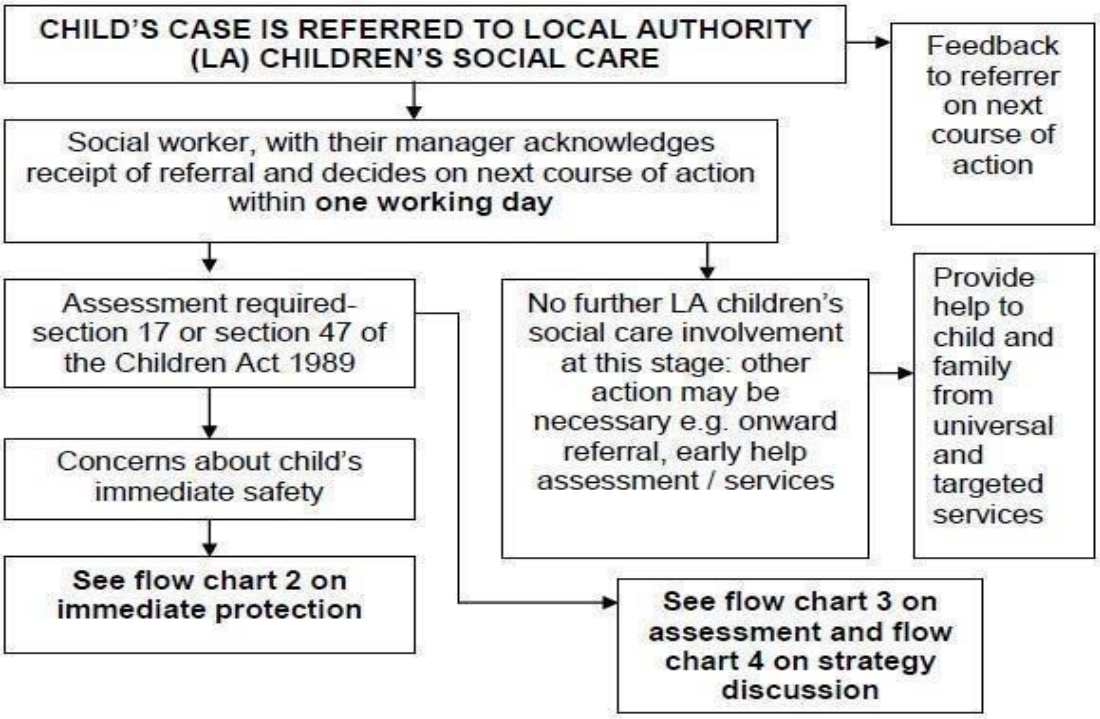


Chart 2 Immediate Protection

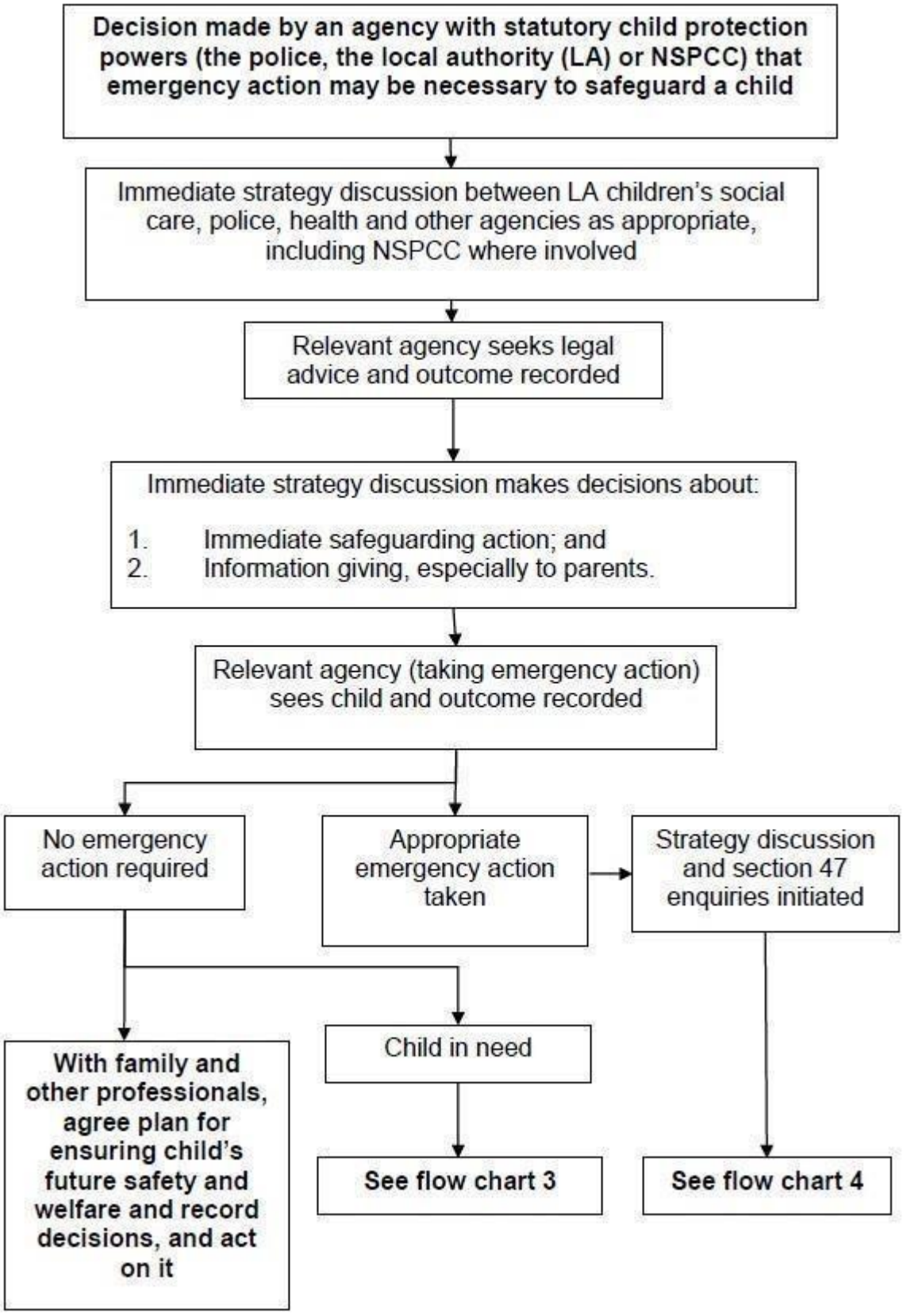


Chart 3 Action taken for the assessment of a child

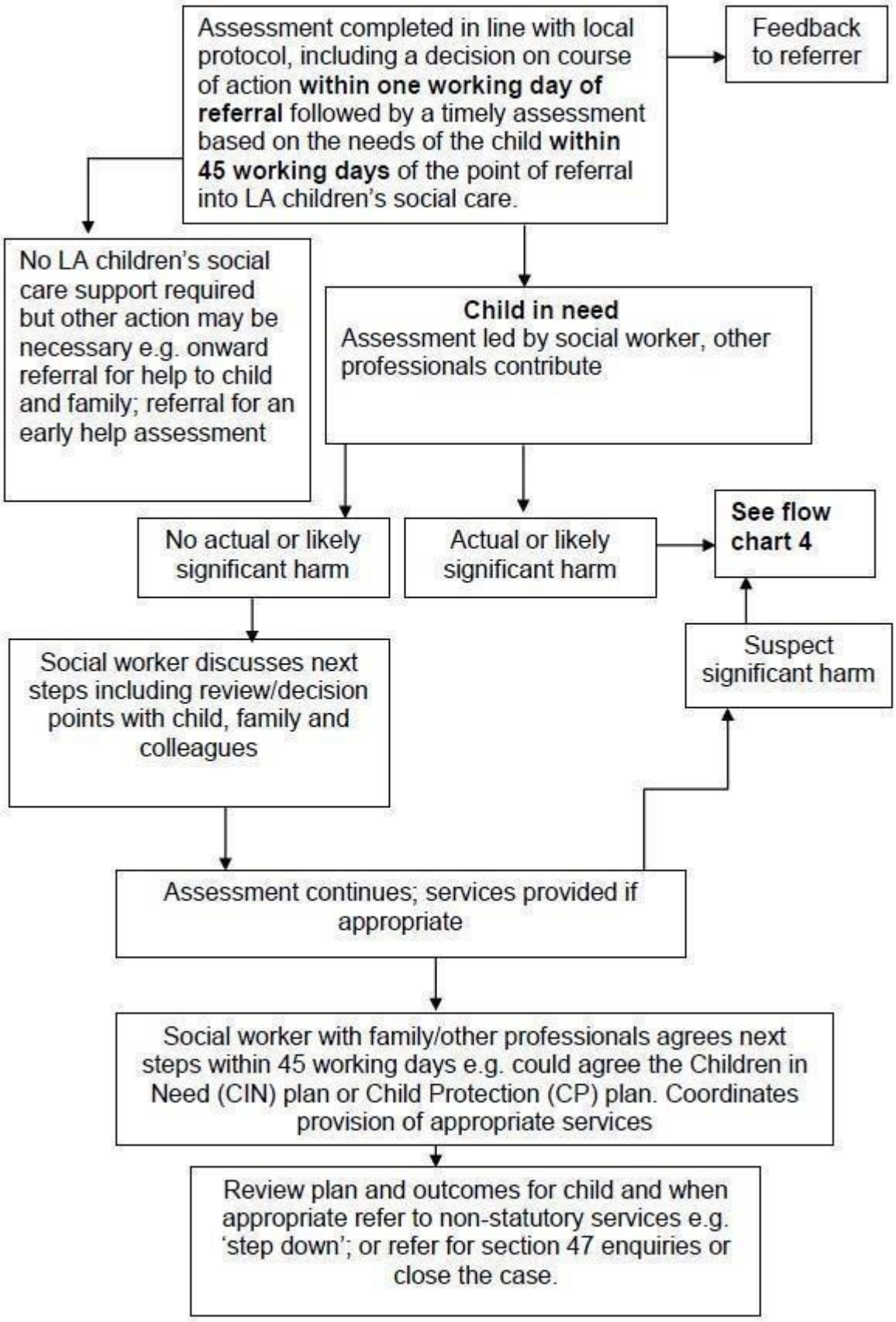

Assessment completed in line with local protocol, including a decision on course of action **within one working day of referral** followed by a timely assessment based on the needs of the child **within 45 working days** of the point of referral into LA children's social care.
Feedback to referrer
No LA children's social care support required but other action may be necessary e.g. onward referral for help to child and family; referral for an early help assessment
Child in need
Assessment led by social worker, other professionals contribute
No actual or likely significant harm
Actual or likely significant harm
See flow chart 4
Suspect significant harm
Social worker discusses next steps including review/decision points with child, family and colleagues
Assessment continues; services provided if appropriate
Social worker with family/other professionals agrees next steps within 45 working days e.g. could agree the Children in Need (CIN) plan or Child Protection (CP) plan. Coordinates provision of appropriate services
Review plan and outcomes for child and when appropriate refer to non-statutory services e.g. 'step down'; or refer for section 47 enquiries or close the case.

Chart 4 Action following strategy discussion

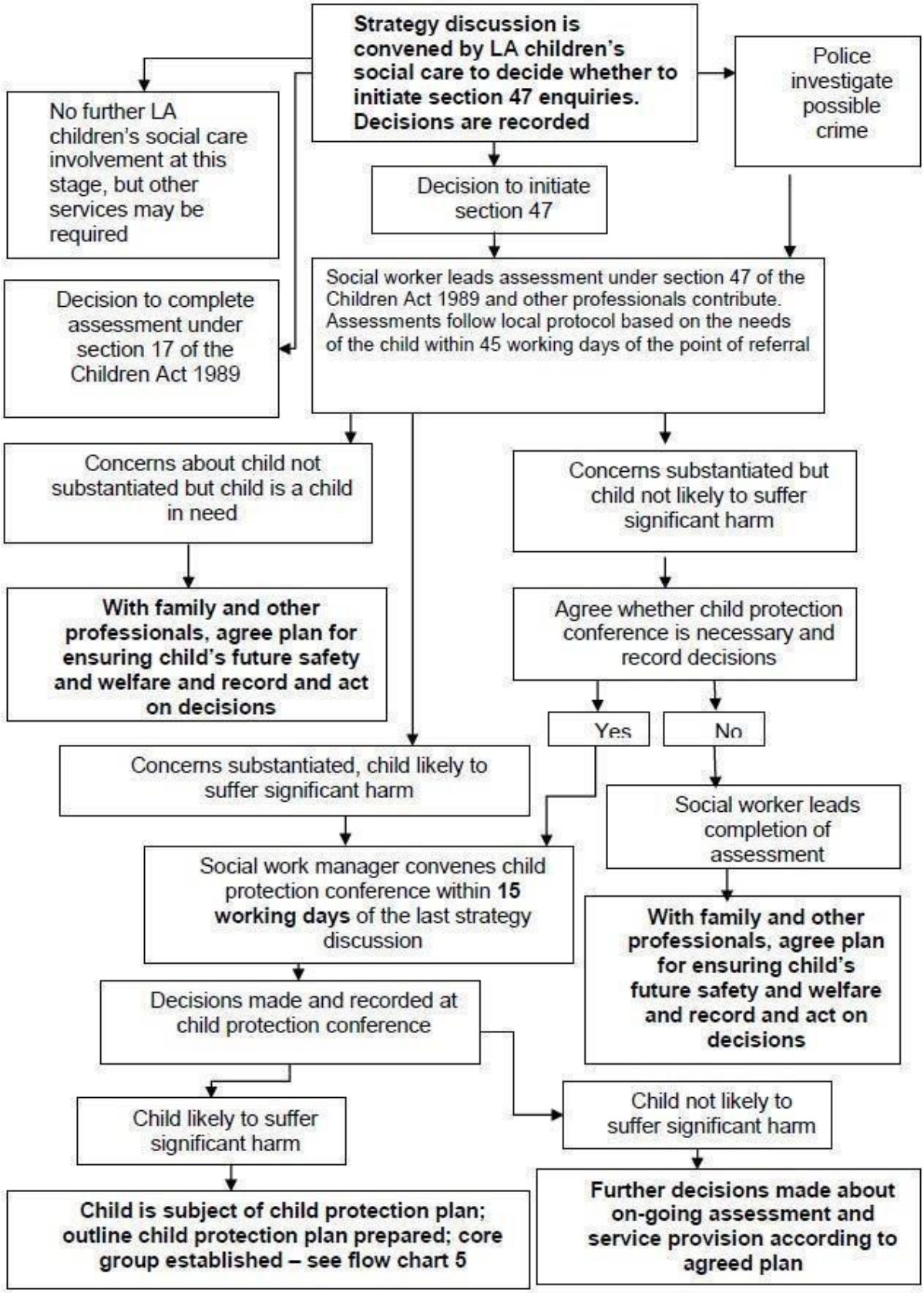
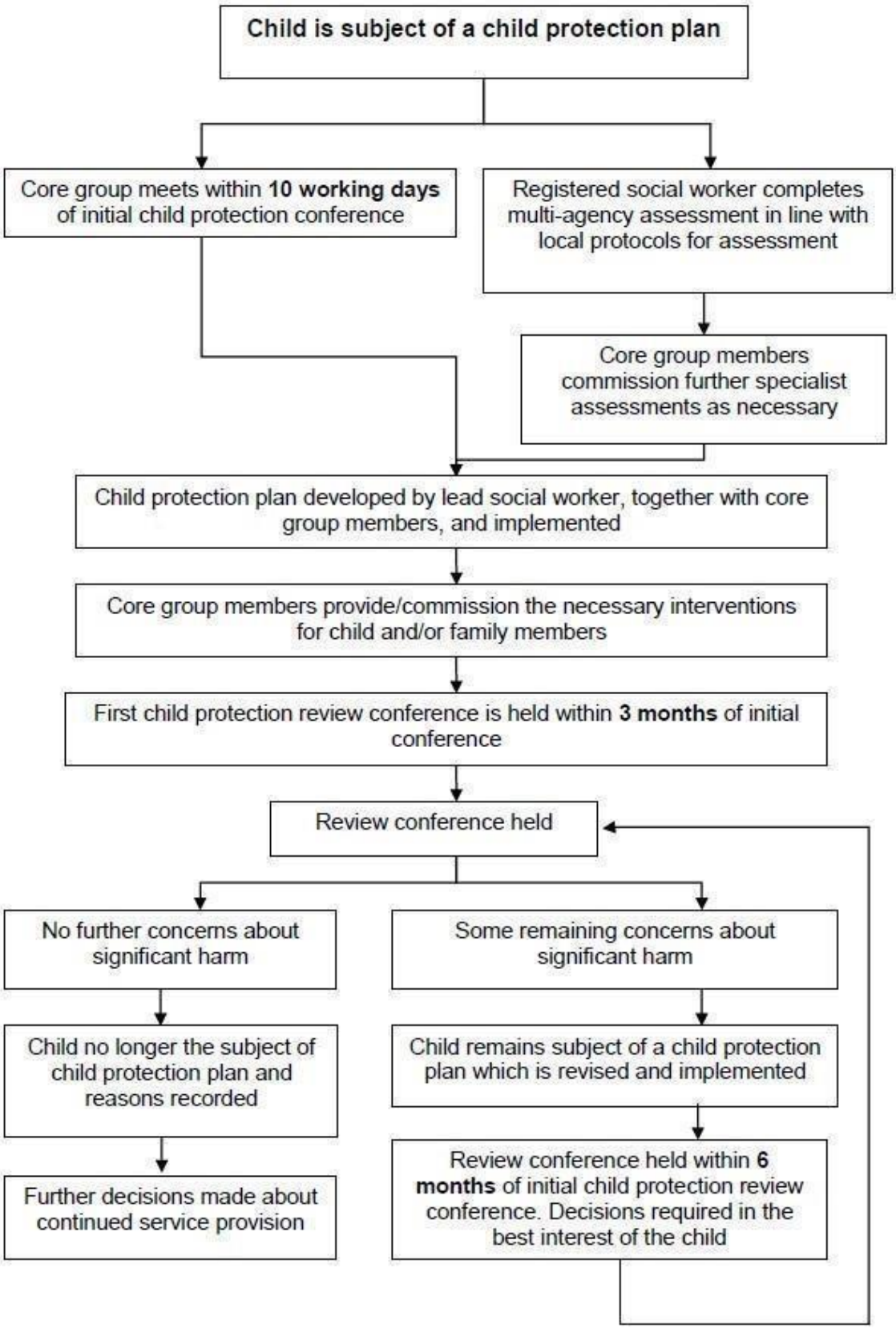


Chart 5 Child protection Plan

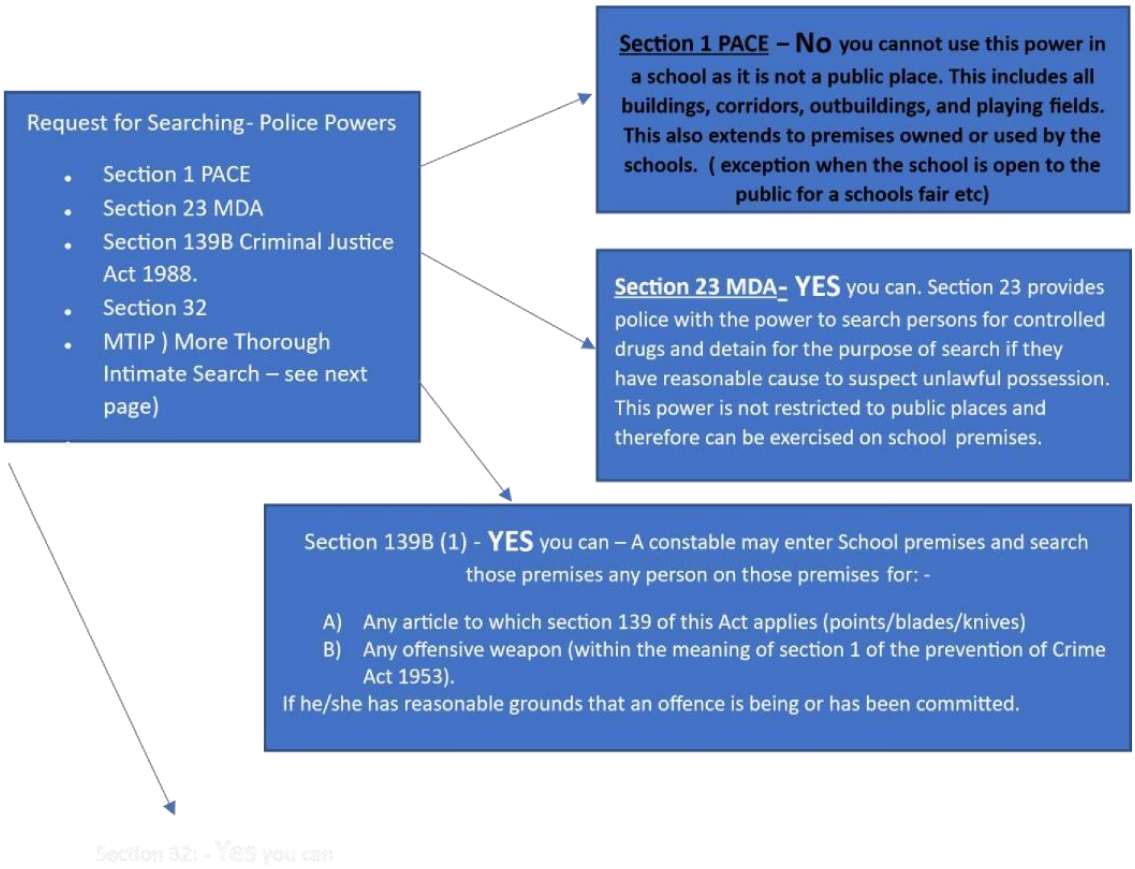

Child is subject of a child protection plan
Core group meets within **10 working days** of initial child protection conference
Registered social worker completes multi-agency assessment in line with local protocols for assessment
Core group members commission further specialist assessments as necessary
Child protection plan developed by lead social worker, together with core group members, and implemented
Core group members provide/commission the necessary interventions for child and/or family members
First child protection review conference is held within **3 months** of initial conference
Review conference held
No further concerns about significant harm
Some remaining concerns about significant harm
Child no longer the subject of child protection plan and reasons recorded
Child remains subject of a child protection plan which is revised and implemented
Further decisions made about continued service provision
Review conference held within **6 months** of initial child protection review conference. Decisions required in the best interest of the child

A constable may search a person who

Appendix 4

Searching, screening and confiscation (*Advice for headteachers, school staff and governing bodies*): https://www.gov.uk/government/publications/searching-screening-and-confiscation

Use of reasonable force in schools: https://www.gov.uk/government/publications/use-ofreasonable-force-inschools



A constable may search a person who has been arrested at a place other than a police station if the constable has reasonable grounds for believing that the arrested person may:

- Present a danger to themselves or others.
- Have concealed on them anything that they might use to assist themselves to escape from lawful custody.

MTIP- YES BUT……

Searches involving exposure of intimate parts must not be conducted as a routine extension of a less thorough search, simply because nothing is found in the course of the initial search

It can be done when it is REASONABLE and NECESSARY. A supervisor HAS to be consulted although the decision legally to complete the MTIP search sits with the officer at scene, unless the supervisor gives a lawful order NOT to do the search.

If an officer cannot contact a supervisor within a reasonable timeframe, the officer must balance the need to have the ethical discussion with a supervisor against the need to conduct the MTIP search within a reasonable timeframe.

If an officer decides to proceed with an MTIP search following consultation with their supervisor, the officer should include the reasons for extending the search as part of the search record, as well as confirming that supervisory consultation took place, with whom and when. If they were unable to contact a supervisor, they should still record their reasons for extending the search, as well as the steps taken to contact a supervisor.

Below are some important elements that HAVE to be met

- The officer carrying out the search must be of the same sex as the detainee.
- The search must be conducted where the person cannot be seen by:

--anyone who does not need to be present

--any member of the opposite sex ,apart from an appropriate adult specifically requested by the person being searched.

- Unless there is a risk of serious harm to the person or to someone else, there **must** be a minimum of two persons present in addition to the person being searched. One of those **must** be the appropriate adult if the person is a child or vulnerable adult unless, in the case of a child, the child and appropriate adult both agree that the adult should not be present during the search.
- Proper regard shall be given to the sensitivity and vulnerability of the person and every reasonable effort made to secure the person's cooperation and minimise embarrassment. They should not normally be required to remove all their clothes at the same time, e.g. a person should be allowed to remove clothing above the waist and redress before being required to remove further clothing, subject to necessity in the circumstances.
- If **necessary to assist the search**, the person may be asked to facilitate a visual examination of the genital and anal area, but no physical contact may be made with any body orifice.

The strip search should be conducted as quickly as possible, and the person allowed to dress as soon as it is completed.