



**SAFEGUARDING
AND
CHILD PROTECTION POLICY**

1) Introduction

The safety and security of our children is our highest priority. Our aim is to create an environment in which children feel safe, secure, valued, listened to and are taken seriously at all times, and in which any suspicion of abuse or neglect is promptly and appropriately responded to.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment;
- preventing harm to children's health or development;
- ensuring children grow up with the provision of safe and effective care;
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

The principal pieces of legislation governing this policy are:

- Keeping Children Safe in Education – September 2018
- Working Together to Safeguarding Children – July 2018
- The Children Act 1989
- Safeguarding Vulnerable Groups Act 2006

It is also informed by DfE advice, 'What to do if you're worried a child is being abused - Advice for practitioners' 2015

In child protection matters Real Action will follow the inter-agency and child protection procedures laid down by the Local Safeguarding Children Board.

Application

This policy applies to all teaching, non-teaching, contract staff and volunteers. Throughout the document the term DSL is used, this stands for Designated Safeguarding Lead. At Real Action, the DSL is the Education Director, Katie Ivens. This Safeguarding Policy and the Behaviour Policy applies to all pupils and adults in the school, including in-schools programme.

Publication

This Policy is updated annually and is published to all staff and volunteers. Rather than duplicating content from Keeping Children Safe in Education in this policy, it should be understood that the Education Director and school staff will always refer to this document as the standard for all safeguarding practice and decision making.

Primary person responsible for implementation and monitoring of this policy:	Katie Ivens (DSL)
Job title:	Education Director
Phone number:	07990 997 215
Email	katie@realaction.org.uk
Secondary person responsible for implementation and monitoring of this policy:	Viviane Peressini
Job title:	Project Manager
Phone number:	07581 875 567
Email	viviane@realaction.org.uk
Last review date	August 2020
Next review date	August 2021

Contact details

The following pages outline the contact details of named staff in school and external agencies linked to child protection and safeguarding. All concerns about a child must be reported immediately to the Education Director. Where a child is in immediate danger or at risk of harm a referral should be made to children's social care and/or the police immediately.

Organisation Contacts	
Education Director	Katie Ivens
Project Director	Viviane Peressini
Project Delivery Manager	Queenie Kannan
Chairman of Trustees	Sherry Bent

Local Authority Contacts	
We follow the safeguarding protocols and procedures of our Local Safeguarding Children Board (LSCB)	https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/contacts-safeguarding-westminster
The Designated Officer for child protection (sometimes referred to as the LADO)	Sharon Ackbersingh, Interim LADO RBKC/WCC 07714 845 702 Sharon.ackbersingh@rbkc.gov.uk
Local authority children's social care referral team(s)	Tel: 020 7641 4000 accesstochildrenservices@westminster.gov.uk
Local authority Prevent Team	Tel: 07817 054 759 prevent@westminster.gov.uk
Local authority's out of hours contact numbers	Tel: 020 7641 6000 accesstochildrenservices@westminster.gov.uk

Police	
Local Police Emergency	999

Local Police non-emergency	101
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National Contacts	
NSPCC 24/7 Helpline	Tel: 0808 800 5000 Email: help@nspcc.org.uk
NSPCC Text line	88858
NSPCC Childline	Tel: 0800 1111
NSPCC FGM helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
NSPCC Whistleblowing helpline	Tel: 0800 028 0285 (8am – 8pm) Email: help@nspcc.org.uk
DfE Prevent helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787
Educate Against Hate	http://educateagainsthate.com

Aims and Objectives

All staff members have a commitment to safeguard and promote the welfare, health (including mental health) and safety of our pupils by creating and maintaining an open, safe atmosphere.

We have three primary aims:

- Prevent harm
- Protect pupils from harm
- Support pupils and staff when child protection and safeguarding incidents occurs

The organisation achieve these aims by:

- Ensuring the recruitment of individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes.
- Ensuring that all staff are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Ensuring that all staff are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Encouraging staff to discuss child protection, safeguarding and welfare concerns confidentially with the Education Director in order to ensure they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.
- Following the procedures laid down in this Policy and by the Local Safeguarding Children Board as appropriate.

Actions where there are concerns about a child

Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect (see below for a list of some common signs). If a member of staff has any concerns about a child s/he should complete a 'Record of Concern' form and hand it to the Education Director or in her absence to the Project Manager. The Education Director will discuss the matter with the member of staff and will decide on an appropriate course of action. This discussion and actions taken will be recorded on the incident book.

Early help

All staff should be aware of the early help process, and understand their role in it.

This includes:

- identifying emerging problems and potential unmet needs;
- liaising with the Education Director;
- sharing information with other professionals to support early identification and assessment; and
- in some cases, acting as the lead professional in undertaking an assessment of the need for early help.

All staff should be alert to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If a member of staff has a concern that a child may be in need of early help then s/he should, in the first instance, discuss early help requirements with the Education Director.

This should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. If early help is appropriate, where they are not taking the lead, then the Education Director should support the member of staff in liaising with other agencies, and setting up an inter-agency early help assessment as appropriate. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by the Education Director or a volunteer (or a GP, family support worker, health visitor). Decisions as to who performs this role should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- it should be undertaken with the agreement of the child and their parents or carers, and should involve the child and their family as well as all of the professionals who are working with them;
- a teacher (or other relevant professional) should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Children's social care in each local authority should set out the process for how this will happen;
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to children's social care may be necessary.

Effective early help in a school setting involves the school (under the guidance of the Education Director) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. However, each case should be kept under

constant review, and consideration should be given to a referral to children's social care if the child's situation does not appear to be improving.

Child in need, suffered or at risk of significant harm or in immediate danger

If at any time it is considered that the child may be a child in need, has suffered or is at risk of significant harm, or is in immediate danger, a referral should be made immediately to children's social care – in the local authority where the child lives and in accordance with the threshold document published by the relevant Local Safeguarding Children Board. In cases of significant harm or immediate danger the police should be notified immediately.

A child's wishes

A child's wishes and feelings should be taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback to staff. These operate with the best interests of the child at their heart. Where possible, referrals will be made by the Education Director, although any member of staff can make a referral to children's social care. If a member of staff makes a referral themselves, they should inform the Education Director as soon as possible. The exception to this is that where a member of staff has a concern about Female Genital Mutilation having been carried out on a girl under the age of 18, they have a legal duty to notify the police immediately and directly. Any other member of staff must report concerns immediately to the Education Director.

Reporting and handling a concern

When reporting and/or handling a concern about a child all staff should act with the utmost discretion and any pupils who are involved will receive appropriate care and support. Staff should always listen to a pupil who wants to talk about a concern. If a child tells a member of staff that they know about or have been a victim of child abuse or neglect the member of staff should:

- Allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.
- Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me". Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing".
- Limit questioning to the minimum necessary for clarification and avoid leading questions such as, "Has this happened to your siblings?"
- At an appropriate time tell the child that the matter will be referred in confidence to the appropriate people. Promises of confidentiality should not be given (see Confidentiality section);
- Tell the child what will happen next. The child may want to accompany you to see the Education Director, otherwise let the child know that someone will come to see them before the end of the lesson;
- Write up the conversation as soon as possible and hand it to the Education Director;

- Seek support if you feel distressed.

Peer on peer abuse

If a member of staff thinks for whatever reason that a pupil may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concern to the Education Director as soon as possible.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying, gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another pupil all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social care. The concern may indicate that one or more of the pupils concerned may be in need of additional support by local agencies and in those cases the Education Director should follow local inter-agency procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

Confidentiality

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious as this may ultimately not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure that the appropriate action is taken. All staff involved will also take whatever steps they can to protect the informant from any retaliation or unnecessary stress that may occur after a disclosure has been made.

Identifying Concerns - Types and Signs of Abuse and Neglect

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

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. One of the best ways to help children is by being aware of the signs of possible abuse. All staff should be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help or protection. These signs can take many forms including physical injuries and behavioural indicators. Although in most cases these signs will manifest themselves in children who are themselves the victims of abuse, it is important to remember that adults can also display significant indicators which suggest the existence of their own abuse as children. Staff should also be alert to any comments or jokes made by other children in the school. All staff should familiarise themselves with the list below which, although not exhaustive, includes common signs of abuse which, if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure he/she should discuss the case with the Education Director. The NSPCC website includes advice on how to spot signs and patterns of abuse and neglect.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of

concentration and learning or they appear to be tired and hungry;

- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. There isn't one sign to look out for that will prove that a child is being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

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

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - o bruises or cuts;
 - o burns or scalds; or

o bite marks.

Emotional abuse

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

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

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

Sexual abuse and exploitation

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

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

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

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important to remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

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

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and/or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour with other children;
- refuse to change for gym or participate in physical activities;
- develop eating disorders;
- self-harm;
- refuse to attend school or run away from home; lack confidence or have low self-esteem; or
- use drugs or alcohol.

Children with Special Educational Needs and/or Disabilities

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these challenges.

Signs of abuse or neglect manifested by the parents or other responsible adult

- unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable;
- offers conflicting or unconvincing explanation of any injuries to the child;
- appears indifferent to or overtly rejects the child;
- denies existence of or blames the child for the child's problems at home or at school;
- sees and describes the child as entirely worthless, burdensome or in another negative light; or refuses offers of help for the child's problems; or
- is isolated physically/emotionally.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online;
- have older boyfriends or girlfriends;
- go to unusual places to meet friends;
- have new things such as clothes or mobile phones that they can't or won't explain;
- have access to drugs and alcohol;
- go missing from home or school;
- display behavioural changes;
- have sexual health issues; or
- present a suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the NSPCC website for further information about grooming link.

Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit these signs and if an individual exhibits some or all of these signs it does not mean that they are a sex offender.

- Overly affectionate behaviour with a child
- Affording special attention or preferential treatment to a child
- Excessive time spent alone with a child outside of the classroom/school
- Frequently spending time with a child in private or isolated areas
- Transporting a child to or from the school
- Making friends with a child's parents and visiting their home
- Acting as a particular child's confidante
- Giving small gifts, money, toys, cards, letters to a child
- Using texts, telephone calls, e-mails or social networking to inappropriately communicate with a child
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child

Modus operandi of institutional grooming

- Target vulnerable victim - Perpetrators target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
- Gain victim's trust – Offenders may allow a child to do something (e.g. eat ice cream, stay up late) which is not normally permitted by the child's parents or the school in order to foster secrecy.
- Gain the trust of others – Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
- Filling a need / becoming more important to the child - This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- Isolating the child - The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.
- Sexualising the relationship - This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts.
- Maintaining control and secrecy - Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

Signs of grooming for radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase their risk of being groomed in this way. Signs of vulnerability include:

- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues some of which are listed below. Further details should be read at Keeping Children Safe in Education. Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practise Guidelines. Chapter 9 of the Guideline (pp42-44) focus on the role of schools. FGM can also link to Honour Based Violence (see Keeping Children Safe in education for further information).

Where a staff discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless there is good reason not to, they should still consider and discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the Education Director.

Preventing Radicalisation and Extremism

It is the school's duty under the Counter Terrorism & Security Act 2015 (The Prevent Duty) to have due regard to the need to prevent pupils from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into terrorism. Staff can contact the Prevent Team or Channel (early multi-

agency panel to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour) themselves for further guidance or information.

Early indicators of radicalisation or extremism which 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 possession 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, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- advocating violence towards others;
- verbalising anti-Western or anti-British views.

Please note: this is not a comprehensive list. Staff should consult with the Education Director if in doubt about any symptoms which might be indicative of abuse.

Safer Recruitment

The Trustees believe that staff and volunteers working with children in our organisation will be recruited safely. We will ensure the following procedures are followed, in line with national guidance.

Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to a satisfactory enhanced DBS check and references.

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions. We will ask for the names of at least two referees and we will verify referee identity through email or telephone. We will ask specific questions about the candidate's experience working with children.

Interviews

We will always conduct a face to face interview even when there is only one candidate. Our interview questions have been designed carefully and will seek to ensure we understand the candidate's values and beliefs that relate to children.

Pre-Employment Checks

Appropriate checks are applied to staff and volunteers who come to work at Real Action. For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.

The checks we will carry out include:

- A check on a candidate's identity;
- An enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- A check on the person's right to work in the UK;
- If the person has lived or worked outside the UK, further checks which we consider appropriate.

Induction

We will always provide newly appointed volunteers and staff with an induction process. This will include appropriate guidance about our safeguarding policy, Health and Safety, behaviour policy and explain the consequences of not following the guidance.

Supervision

We will always supervise volunteers and staff and act on any concerns that relate to the safeguarding of children.

Safeguarding Concerns or Allegations about Another Adult

Because of their contact with children in a variety of situations, staff and volunteers are vulnerable to accusations of abuse. The organisation therefore expects all staff to follow the agreed procedures for dealing with allegations against staff.

Inappropriate behaviour by staff / volunteers could take the following forms:

- Physical: For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional: For example intimidation, belittling, scapegoating, sarcasm, lack of respect for the children, and attitudes to discriminate on the grounds of race, gender, disability or sexuality.
- Sexual: For example sexualised behaviour towards pupils, sexual conversations, assault or rape
- Neglect: For example failing to act to protect a child, failing to seek medical attentions or failure to carry out appropriate risk assessments.

All allegations or concerns about colleagues and visitors must be reported directly to the Education Director. If the concern relates to the Education Director, then this should be addressed to the Chairman of Trustees. This should be done without informing the person who is the subject of the concern. The member of staff identifying a child protection concern should note carefully the facts and events leading up to the concern but should not investigate the matter. If a child makes a direct allegation, or appears to be trying to do so, the staff member should not ask questions except those that are necessary to clarify whether or not the child is alleging abuse. The staff member should make a clear note of any questions asked and the actual words used by the child. The child should not be asked to write down any account of events at this stage. If an allegation is made about a member of staff, visitor or volunteer the Education Director will carry out an urgent initial consideration in order to establish whether there is any substance to the allegation. The Education Director may decide to speak to the child directly. If it becomes apparent at any stage of these preliminary enquiries that there are credible child protection concerns and if the child has suffered or is likely to suffer significant harm, the enquiries must be discontinued and a referral made to the Local Authority Designated Officer (LADO). The LADO will advise about the actions to be taken and may initiate referrals within Children's Social Care. If it is not clear whether the actions of the member of staff raise child protection concerns, the Education Director will seek further advice from the LADO service provided by the Tri-Borough. The LADO responsible for the Tri-Borough. In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Suspension should not be 'the default position' and should only be considered where there is cause to believe that a child is at risk of significant harm or the allegation warrants investigation by the police. The Education Director or Trustees will consider carefully if it is the appropriate course of action and whether the result that would be achieved through

suspension could be obtained by alternative arrangements. The decision will be based on taking into account the context of the allegation, background information regarding the member of staff, information regarding the child and their family and whether the presence of the member of staff is likely to hamper any investigation. In all cases where it is intended to suspend a member of staff, the Education Director should consult Westminster Human Resources. The organisation will identify a person who will act as a point of contact and information for the suspended member of staff.

In certain serious situations the police and children's services may require that the member of staff is not informed of the issue.

We will always refer to the Disclosure and Barring Service (DBS) any member of staff who is dismissed because of misconduct relating to a child.

If the allegation is without foundation and no further formal action is necessary, all those involved will be informed of this conclusion. This information will be removed from the personnel records and will not be referred to in employer references. The reasons for the decision to not proceed further with the allegation will be recorded.

As part of the process the police may wish to interview the child at the centre of the allegation and other children who witnessed aspects of the allegation. An interview on school premise requires the consent of the Education Director. When considering whether to give consent the Education Director should take into account:

- The consent of the child's parent / carer is normally required unless this would further increase potential risk to the child;
- The potential effect on the child's welfare, including the effect of removing the child from the class;
- The importance of maintaining the Saturday school as a place of safety for its pupils.

Allegations against a Senior Member of Staff

If the concern relates to a senior member of staff the member of staff should immediately contact the LADO and Chair of Trustees without alerting the Education Director. The LADO will liaise with the Chairman of Trustees and they will decide upon any action required.

If the actions of the senior member of staff raise child protection concerns the LADO and Chairman of Trustees will agree to make the necessary referral to Children's Social Care and attend any position of trust co-ordination meetings. As soon as it is deemed appropriate to notify the senior member of staff of the allegation, the Chairman of Trustees should advise them to seek professional support. The Chairman of Trustees is responsible for making any decisions that may be necessary regarding the suspension of the senior member of staff during an investigation.

If the actions of the senior member of staff do not raise child protection concerns but do raise other issues, these issues will be addressed through the organisation's internal procedures. If the allegation or concern is without foundation and no further action is necessary, the LADO

will record the reasons for this decision and arrange for the senior member of staff to be informed.

Responsibilities and Training

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead – Education Director - takes lead responsibility for safeguarding and child protection in the Saturday school. The DSL is a member of the senior leadership team. The responsibilities of the DSL include: managing referrals, working with other professionals and agencies (including Local Safeguarding Children Board), keeping up to date with relevant training, keeping staff up to date with relevant safeguarding training, maintaining a secure awareness of child protection and safeguarding, maintaining accurate records, transferring records. The DSL liaise with the Chairman of Trustees on safeguarding issues and would refer any cases of suspected abuse to the local authority children's social care and the police. These senior members of staff have the necessary status and authority to take responsibility for safeguarding matters including committing resources and, where appropriate, supporting and directing other staff. All child protection and safeguarding concerns, discussions and decisions made and the reasons for such decisions are recorded accurately and kept securely in a locked cabinet, if in paper form. All electronic documents are kept in password-protected folders on secure drives. Records are carefully managed by the DSL.

Inter-Agency Working

We are fully committed to inter-agency working in line with statutory guidance. We work with all external agencies in the best interests of the child. We will always adhere to the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board(s). Information will be shared securely with other professionals and local agencies.

Support for and Supervision of Staff

All staff should feel comfortable and confident approaching the Education Director, or any other member of senior leadership about any safeguarding concerns, including in relation to unsafe practice (see Whistleblowing section). If a staff member would like additional support and/or training in order to fulfil their safeguarding responsibilities, including in identifying and/or handling concerns they should speak to the Education Director who will work with the member of staff to ensure that they are adequately supported.

Training

As part of their induction programme all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues including:

- this Safeguarding and Child Protection Policy;

- Keeping Children Safe in Education Part 1 and Annex A for adults working directly with children;
- the organisation's Behaviour Policy.

At induction (and annually thereafter, as minimum) staff are trained on:

- identifying signs of abuse;
 - knowing what to do to raise concerns;
 - recognising signs of specific safeguarding issues (including radicalisation and extremism)
 - knowing how to make a referral (including if the DSL is not available or the DSL is not acting);
- and
- recognising the need for early help.

Staff should re-read Keep Children Safe In Education each time it is updated by the DfE, and are told of updates by the Education Director and Project Manager. Refresher training for staff is provided regularly in line with advice from the LSCB. All staff are provided with safeguarding and child protection updates annually, as minimum. The Education Director leads on ensuring that regular safeguarding and child protection updates are circulated to all staff. Records are kept for all staff of:

- Any safeguarding training, including type, level and date
- Any safeguarding paperwork received, including this policy and Keep Children Safe In Education

Other Safeguarding Policies

Behaviour Policy

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our separate policy entitled Behaviour Policy. Staff should always avoid behaviour which might be misinterpreted by others, and report in accordance with this Safeguarding and Child Protection Policy.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk they should in the first instance report their concern to the Education Director, unless their concern relates to the Education Director in which case they should report their concern to the Chairman of Trustees.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures. Where an adult feels unable to raise a concern about poor safeguarding practice with the Education Director/Chair of Trustees, or where they feel that their concern is not being addressed, they can raise their concern externally:

- Guidance can be found at - <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for adults who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or email: help@nspcc.org.uk

Appendix A

Further information on specific safeguarding topics

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES website and the NSPCC website. Schools can also access broad government guidance on the issues listed below via the embedded links to the GOV.UK website:

- **Working together to safeguard children**, *A guide to inter-agency working to safeguard and promote the welfare of children*, March 2015.

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

- **Keeping children safe in education**, *Statutory guidance for schools and colleges on safeguarding children and safer recruitment*, 26 March 2015, with five updates since this date:
 1. **18 June 2015**: In 'Regulated activity' section, corrected the link to the factual note on regulated activity in relation to children.
 2. **22 July 2015**: Both documents updated to reflect the new prevent duty, to emphasise responsibilities concerning children missing from education, and to provide more content on female genital mutilation.
 3. **12 May 2016**: Added 'Regulated activity in relation to children: scope' document.
 4. **26 May 2016**: Added 'Keeping children safe in education: for schools and colleges - guidance from 5 September 2016'.
 5. **5 September 2016**: Updated 'Keeping children safe in education'. Updates include changes to information for all staff (part 1) and the management of safeguarding (part 2). Annex H provides a table of all changes.

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

- **The Children Act 1989**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, up to date with all changes known to be in force on or before 23 August 2017. There are changes that may be brought into force at a future date. Available at <http://www.legislation.gov.uk/ukpga/1989/41/contents>
- **Charities: how to protect vulnerable groups including children**, A Guidance for charities working with vulnerable groups including children have to make sure their users are safe and protected from harm. Available at <https://www.gov.uk/guidance/charities-how-to-protect-vulnerable-groups-including-children>

- **Safeguarding Vulnerable Groups Act 2006**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, up to date with all changes known to be in force on or before 16 August 2017. There are changes that may be brought into force at a future date. Available at <http://www.legislation.gov.uk/ukpga/2006/47/contents>
- **Care Standards Act 2000**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, up to date with all changes known to be in force on or before 24 August 2017. There are changes that may be brought into force at a future date. Available at <http://www.legislation.gov.uk/ukpga/2000/14/contents>
- **Public Interest Disclosure Act 1998**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, up to date with all changes known to be in force on or before 15 August 2017. There are changes that may be brought into force at a future date. Available at <http://www.legislation.gov.uk/ukpga/1998/23/contents>
- **The Police Act 1997**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, with outstanding changes not yet made by the *legislation.gov.uk* editorial team to Police Act 1997. Those changes will be listed when opening the content using the Table of Contents. Any changes that have already been made by the team appear in the content and are referenced with annotations. Available at <http://www.legislation.gov.uk/ukpga/1997/50/contents>
- **Mental Health Act 1983**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, with outstanding changes not yet made by the *legislation.gov.uk* editorial team to Mental Health Act 1983. Those changes will be listed when opening the content using the Table of Contents. Any changes that have already been made by the team appear in the content and are referenced with annotations. Available at <http://www.legislation.gov.uk/ukpga/1983/20/contents>
- **National Health Service and Community Care Act 1990**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, up to date with all changes known to be in force on or before 16 August 2017. There are changes that may be brought into force at a future date. Available at <http://www.legislation.gov.uk/ukpga/1990/19/contents>
- **Rehabilitation of Offenders Act 1974**, a complete table of contents, *legislation.gov.uk*, sourced by *The National Archives*, up to date with all changes known to be in force on or before 16 August 2017. There are changes that may be brought into force at a future date. Available at <http://www.legislation.gov.uk/ukpga/1974/53/contents>

Appendix B

Record of Concern

Staff should use this form to record any concerns related to Safeguarding and Child Protection. It should then be physically handed to the Education Director or Project Manager. Copies of this form are kept at the reception of each school.



Record of Concern

Child's Name:	
Class:	
Date and time of concern:	
Your account of the concern: (what was said, observed, reported and by whom)	
Continue on a separate sheet if needed	
Your response: (what did you do/say following the concern)	
Name:	Signature:
Position:	
Date and time of this reporting:	
Action and response of Education Director:	
Name:	Date: