Safeguarding Policy

Date of Approval: 01 June 2021

Signed: Ruth Minhall_____ Position: Head of Service

Last reviewed: June 2021
Next review: June 2022

Key Contact Personnel

Designated Safeguarding Lead: Ruth Minhall, Head of Service

Deputy Designated Safeguarding Lead(s): Nayelli Navarro Pollott, Mr Steff Dowle

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts:

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Appendix 6 What to do if you have a welfare/safeguarding concern

Why are you concerned?

For example

Disclosure
Child's appearance – may include unexplained marks as well as dress
Behaviour change
Witnessed concerning behaviour

Immediately record your concerns

Follow the services procedure (Listen, Report, Record)
Reassure the child
Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
Use child's own words
Sign and date your records
Seek support for yourself if required from DSL

Inform the Designated Safeguarding Lead or Deputy DSL on the contacts given.

Designated Safeguarding Lead

-Consider whether the child is at immediate risk of harm e.g. unsafe to go home
-Access the KSCB Threshold document and procedures:
-Refer to other agencies as appropriate e.g. LADO, Police, Early Help Notification Form or Inter-Agency Referral Form
-If unsure then consult with Area Education Safeguarding Adviser

If you are unhappy with the response

Staff:

Seek advice from the Education Safeguarding Team (details available from https://www.kelsi.org.uk/child-protection-and-safeguarding/safeguarding-contacts
Follow Whistleblowing Procedures

Pupils and Parents:

Follow service complaints procedures – Ruth Minhall, as stated above.

Record decision making and action taken in the child's child protection/safeguarding file

Monitor

Be clear about:

What you are monitoring e.g. behaviour trends, appearance etc.
How long you will monitor
Where, how and to whom you will feedback and how you will record

Review and **Re-refer** (if necessary)

At all stages the child's circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the **child's safety** is **paramount**

1. Introduction and Ethos

- Tuition Extra is a community and all those directly connected (staff, partner services, parents, families and pupils) have an essential role to play in making it safe and secure. Tuition Extra recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

- Tuition Extra recognises the importance of providing an ethos and environment within the service that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

- Our service core safeguarding principles are:
    - That we are an important part of the wider safeguarding system for children.
    - It is a whole service responsibility to safeguard and promote the welfare of children as its paramount concern
    - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
    - All children have a right to be heard and to have their wishes and feelings taken into account
    - All staff understand safe professional practice
    - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

- There are four main elements to our safeguarding policy
    - **Prevention** (e.g. positive, supportive, safe service culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
    - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
    - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
    - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and are consistent with those of Kent Safeguarding Children Board (KSCB).

2. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
    - DfE guidance Keeping Children Safe in Education 2020 (KCSIE)Update - January 2021 (Post EU Exit)
    -
    - Working Together to Safeguard Children 2018 (WTSC)
    - Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2019)
    - Framework for the Assessment of Children in Need and their Families (2000)
    - Kent and Medway Safeguarding Children Procedures (Online, 2016)
    - Early Years and Foundation Stage Framework 2021 (EYFS)

- Section 175 of the Education Act 2011 requires service governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a service, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

3. Definition of Safeguarding

- "Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019)

- All safeguarding policies will be reviewed on an annual (minimum) The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in service to the schools and partners of Tuition Extra

- The service acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):
    - Bullying (including cyberbullying)
    - Children Missing Education (CME)
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Domestic violence
    - Drugs and alcohol misuse
    - Fabricated or induced illness
    - Faith abuse
    - Female Genital Mutilation (FGM)
    - Forced marriage
    - Gangs and youth violence
    - Gender based abuse and violence against women and girls
    - Hate
    - Honour based abuse
    - Mental health
    - Missing children and adults

- Online safety
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Human trafficking and modern slavery
- Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2020 Update - January 2021 (Post EU Exit) and appendix 3.

- Every member of staff at Tuition Extra recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the service's integrated safeguarding portfolio and should be read in conjunction with the policies of our partners.

Supporting Guidance (to be read and followed alongside this document)

- Teachers Standards 2012
- "Safeguarding Disabled Children – Practice Guidance" - DOH, 2009
- "Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings" - Safer Recruitment Consortium, June 2019.
- "What to do if you are worried a child is being abused" – DfE, March 2015
- KSCB document: "Safe Practice with Technology – Guidance for Adults who Work with Children and Young People"
- KCC Safeguarding Children and Child Protection – "Induction Leaflet Guidelines for Service Staff"
- KCC Guidelines for "Safeguarding Record Keeping in Services"
- KCC Advice notes - "Dealing with Disclosures in Service"
- Early Years Foundation Stage 2021 Welfare Requirements

- **These documents can be found in the Tutor Portal.**

5. Key Responsibilities

- Everyone who comes into contact with children and their families has a role to play in safeguarding children.

- The proprietor has read and will follow KCSIE 2020 Update - January 2021 (Post EU Exit).

- Tuition Extra will ensure that the DSL(s) is properly supported in this role at a time and resource level.

- When a student is receiving home or off-site tuition, they must be seen in person or via a live session, at least once weekly to fulfill *current* legal safeguarding requirements. Tutors and/or professionals working with a young person must complete Tuition Extra's live attendance register, found on the Service's online portal.

5.1 Designated Safeguarding Lead (DSL)

- The service has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in service.

- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals, at least annually, to keep up with any developments relevant to their role.

- The service has appointed additional staff to deputise for the DSL. Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.

- **It is the role of the DSL to:**
    - Act as the central contact point for all staff to discuss any safeguarding concerns
    - Maintain a confidential recording system for safeguarding and child protection concerns
    - Coordinate safeguarding action for individual children
        - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual service head in the authority that looks after the child (with the DSL liaising closely with the designated teacher.
    - Liaise with other agencies and professionals in line with Working together to safeguard children
    - Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Children's Services (SCS) as necessary
    - Represent, or ensure the service is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
    - Manage and monitor the service's part in Early Help / Child in Need / Child Protection plans
    - Be available during term time (during service hours) for staff in the service to discuss any safeguarding concerns
    - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2016)

- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2020 Update - January 2021 (Post EU Exit), part two.

5.2 Members of Staff

- **All members of staff have a responsibility to:**
    - provide a safe environment in which children can learn
    - ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
    - identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
    - provide help for children, where appropriate and reasonable
    - take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
    - safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
    - be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the service safeguarding regime (this may include accessing the service whistleblowing policy)
    - to report any welfare concerns as soon as possible after a concern is identified or disclosure given - where there is perceived immediate danger to a child, it is expected that the report is made immediately, and certainly on the same day
    - maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
    - respond to and refer any concerns about children or other members of the community in accordance with this policy
    - Contribute towards, read and adhering to the service policies

- All members of staff in Tuition Extra know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 3 for advice for staff on responding to safeguarding concerns.

- **The welfare and safety of children are the responsibility of all staff in service and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**

5.3 Children and Young People

- **Children and young people (pupils) have a responsibility to:**
    - Contribute to the development of service safeguarding policies
    - Read and adhere to (at a level appropriate to their age and ability) the services safeguarding policies and procedures

- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

5.4 Parents and Carers

- **Parents/carers have a responsibility to:**
  - Read the relevant service/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
  - Discuss safeguarding issues with their children, support the service in their safeguarding approaches, and reinforce appropriate safe behaviours at home
  - Identify changes in behaviour which could indicate that their child is at risk of harm online
  - Seek help and support from the service, or other appropriate agencies, if they or their child encounters any safeguarding concern
  - Contribute to the development of the services safeguarding policies

- A statement in the service prospectus will inform parents and carers about our service's duties and responsibilities under child protection and safeguarding procedures.

- Parents can obtain a copy of the service Child Protection Policy and other related policies on request.

6. Recognition and Types of Abuse and Neglect

- All staff in service should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

- The most up to date definitions and possible indicators and signs of abuse are found in Appendix 2. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2020 Update - January 2021 (Post EU Exit) (see appendix 5) and 'What to do if you are worried a child is being abused' 2015.

- All members of staff are aware that 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.

- Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another

child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

- Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. Safeguarding and Child Protection Procedures

- Tuition Extra adheres to the KSCB Safeguarding Children Procedures (Online, April 2016). The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

- Additional guidance for staff includes
    - **'What to do if you are Worried About a Child Being Abused' (DfE 2015)**
    - **Information Sharing advice for safeguarding practitioners (2015)**
    - **Kent and Medway Inter-Agency Threshold Criteria for Children in Need**
    - **The Assessment Framework for Children in Need and their Families (2000)**
    - These documents can be found in the ***Staff Portal***

- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

- All members of staff are expected to be aware of and follow this approach:

- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

- **The role of the service in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
    - To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Advisor (Online Protection) for online safety concerns.
    - Advice may also be sought from the Early Help Triage Team.
    - Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

- All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

- If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.

- New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or Inter-Agency Referral Form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.

- All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

- **In all but the most exceptional circumstances, parents/carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.**

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team. Contact details can be found on the KELSI website.

- On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services who may be able to discuss the concern and provide advice on appropriate action to be taken.

- If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

8. Record Keeping

- Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

- **Incident/Welfare concern forms are kept *on the Tutor Drive.***

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the service. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent service/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Services".
    - All Staff **WILL** familiarise themselves with the responsibilities as outlined in this document. www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance

9. Inter-agency Working

- Tuition Extra recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC), both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

- Services are not the investigating agency when there are child protection concerns and the service will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

- Tuition Extra recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

- The Service Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- Tuition Extra recognises that all matters relating to child protection are confidential. The HDSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

- All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 4.

- DfE Guidance on Information Sharing (March 2015) provides further detail.

- If the service is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local services) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

11. Complaints

- The service has a **Complaints Procedure** available to parents, pupils/students and members of staff who wish to report concerns. In this situation, Ruth Minhall should be contacted on the details given in the earlier sections of this policy.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy.** This can be found ***in the staff drive.***

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of the "*Keeping Children Safe in Education"* 2020 Update - January 2021 (Post EU Exit) which covers Safeguarding information. Service leaders will read the entire document. Service leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2016. Members of staff have signed to confirm that they have read and understood Part One and Annex A. This should be confirmed to Head of Service or a member of Tuition Extra's recruitment team.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted as regards the service's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

- All staff members (including temporary staff) will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:
    - **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
    - **Respond** appropriately to safeguarding issues and take action in line with this policy
    - **Record** concerns in line with the service policies
    - **Refer** concerns to the DSL and be able to seek support external to the service if required

- All staff members (including temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include service responsibilities, the service child protection procedures, online safety, safe working practice and external reporting mechanisms.

- All staff members (including temporary staff) will receive regular safeguarding and child protection updates. This will be done through internal training days, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- All staff members (including temporary staff) will also be made aware of the services expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy (AUP) which is provided and discussed as part of the induction process.

- The service recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy ***by making contact with Ruth Minhall or a member of the HR or Operations teams.***

- The DSL will provide an annual report detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the service's Code of Conduct.

- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

- Full advice and guidance can be found in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings** (2020) which can be found ***in the staff drive.***

- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings**, the service's **Online Safety Policy** and **Acceptable Use Policy** and **Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.**

14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- All new staff including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with whom they can discuss concerns including safeguarding concerns.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The service will provide appropriate supervision and support for all members of staff to ensure that:
    - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
    - Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
    - All members of staff have regular reviews of their own practice to ensure they improve over time.

- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 5.

- The service will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

15. Safer Recruitment

- Tuition Extra is committed to ensuring the development of a safe culture, and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.

- The Leadership Team is responsible for ensuring that the service follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

- Tuition Extra is responsible for ensuring that the service maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:
    - Dates of recruitment;
    - References;
    - Identity checks;
    - Criminal records check reference number, including date check was obtaining and details of who obtained it;
    - Eligibility to work in the UK checks;
    - Other essential key data.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

16. Allegations Against Members of Staff and Volunteers

- Tuition Extra recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegations received. Such allegations should be referred immediately to the Head of Service who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head of Service then staff are advised that allegations should be reported directly to the LADO.

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

- All members of staff are made aware of the service's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000, email help@nspcc.org.uk(8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

- Tuition Extra has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our service, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Services Personnel Service.

- For specific guidance on how to respond to allegations against staff, please refer to the **"Procedures for Managing Allegations Against Staff" and Whistle Blowing Policy** which can be found ***in the staff drive.***

When in doubt – consult!

Peer on Peer Abuse (Allegations of abuse made against other children)

- All members of staff at Tuition Extra recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The service is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

- Tuition Extra believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent Safeguarding Children Board procedures.

- Tuition Extra is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

- The service will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Services and Colleges" guidance and KSCB guidance.

- The service will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the service and externally (such as Kent Police, ChildLine etc.).

- Pupils who have experienced peer on peer abuse will be supported by:
    - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
    - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
    - Providing reassurance and continuous support
    - Working with the wider community and local/national organisations to provide further or specialist advice and guidance

- Pupils who are alleged to have abused other pupils will be helped by:
    - Discussing what happened, establishing the specific concern and the need for behaviour to change
    - Informing parents/carers to help change the attitude and behaviour of the child
    - Providing appropriate education and support
    - Sanctioning them in line with service behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
    - Speaking with police or other local services (such as early help or children's specialist services) as appropriate

- Tuition Extra is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

17. Safeguarding Children with Special Educational Needs and Disabilities

- Tuition Extra acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

- Tuition Extra will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionally impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood changes or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

18. Online Safety

- It is recognised by Tuition Extra that the use of technology presents particular challenges and risks to children and adults both inside and outside of service.

- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the service.

- Tuition Extra identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
    - **content:** being exposed to illegal, inappropriate or harmful material
    - **contact:** being subjected to harmful online interaction with other users
    - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2016.

- The service will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

- Tuition Extra will ensure a comprehensive whole service curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider service community (including all members of staff) to become aware and alert to the need to keep children safe online.

- Detailed information about the service's response to online safety can be found in the service's **Online Safety Policy and Acceptable Use Policies** which can be found ***in the Policies folder.***

19. Curriculum and Staying Safe

- We recognise that services play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Tuition Extra will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

- Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and 'sexting'.

- Systems have been established to support the empowerment of children to talk to a range of staff. Children at Tuition Extra will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

20. Security

- The service will not accept the behaviour of any individual (parent or other) that threatens service security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the service site.

21. Monitoring and Review

- All service staff (including temporary staff and volunteers) will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the Governing Body being formally sought. The policy will also be available to parents/carers.

- This policy has been reviewed in June 2021 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

- The policy forms part of our service development plan and will be reviewed annually.

- All staff should have access to this policy and sign to the effect that they have read and understood its contents.

- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

22. Local Support

- All members of staff in Tuition Extra are made aware of local support available

Contact details for Area Safeguarding Adviser (Education Safeguarding Team)

- www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts

Contact details for Online Safety in the Education Safeguarding Team

- Rebecca Avery, Education Safeguarding Advisor (Online Protection):
- Ashley Assiter, e-Safety Development Officer
- 03000 415797
- esafetyofficer@kent.gov.uk (non-urgent issues only)

Contact details for the LADO

- Telephone: 03000 410888
- Email: kentchildrenslado@kent.gov.uk

Children's Specialist Services

- Central Duty Team: 03000 411111
- Out of Hours Number: 03000 419191

Early Help and Preventative Services

- earlyhelp@kent.gov.uk
- 03000 419222

Kent Police

- 101 (or 999 if there is an immediate risk of harm)

Kent Safeguarding Children Board (KSCB)

- kscb@kent.gov.uk
- 03000 421126

Appendix 1: Categories of Abuse

All staff should be aware that 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: 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2020 update (post EU Exit) and staff who have direct contact with pupils n should also read annex A.

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 is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for 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.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and service performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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, illness in a child.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: 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, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at Service
- Untreated medical problems
- Poor relationships with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Specific Safeguarding Issues
(Also See Annex A of Keeping Children Safe in Education 2020 update (post EU Exit))

Children Missing Education

Tuition Extra recognises that all children, 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. Tuition Extra is aware that a child going missing from education is a potential indicator of abuse or neglect.

Tuition Extra has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Child Sexual Exploitation (CSE)

All Tuition Extra staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

'*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*.'

Tuition Extra identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at Tuition Extra recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Child Criminal Exploitation (CCE)

CCE is defined as a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator.

It can be:

- Perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.
- Involve force and/or enticement-based methods of compliance and can involve violence or threats of violence.

Victims can be exploited even when activity appears to be consensual and it can happen online as well as in person.

Mental Health

Mental health is explicitly included in the definition of safeguarding, which includes "preventing impairment of children's **mental** and physical health or development"

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should report all mental health concerns to the Designated Safeguarding Lead (DSL).
- Follow your school's child protection policy and speaking to the DSL or deputy

'Honour based' violence

Members of staff at Tuition Extra are aware that 'Honour-based' violence (HBV) encompasses a range of 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.

The indicators of HBV and associated factors will be covered with staff within the service safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (https://www.fgmelearning.co.uk/). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

- "FGM The Facts": www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf
- "FGM an Overview:" http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf

All members of staff will follow the service and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL 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 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 should follow local safeguarding procedures.
Summary of the FGM mandatory reporting duty

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of services and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Radicalisation

Tuition Extra recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

Tuition Extra will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-

Learning http://course.ncalt.com/Channel_General_Awareness/01/index.html or Home Office training on Prevent https://www.elearning.prevent.homeoffice.gov.uk/. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at Tuition Extra recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Tuition Extra will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the services Online Safety Policy.

Appendix 3: **Keeping yourself safe when responding to disclosures (the 6 R's – what to do if…)**

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she….?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.

Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the Designated Safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- KSCB: www.kscb.org.uk

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 4: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

Childnet International: www.childnet.com

- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix 4: Safeguarding Expression of Concern Form

Safeguarding - Expression of Concern Form

This form should be completed when there is cause for concern and given to your Designated Safeguarding Lead as soon as possible.

CONFIDENTIAL WHEN COMPLETED

Ser no:

Details of Pupil:

Child's Name:
Child's Date of Birth:

Details of the person reporting concerns:

Full Name:
Post:

Section A:

Date and time of incident/disclosure:
Location of incident/disclosure:
Date this form was completed:
Other persons present:

Section B:

Details of concern/disclosure/incident:
(What was said, observed, reported)

Action taken:
(What did you do following the incident/disclosure/concern?)

Any other relevant information:

Signed: Date:

DSL Response:

Action taken by DSL:

Rationale for decision making/actions taken:

Outcome of action taken by DSL:

Follow up action by DSL:

Feedback given to person reporting the concerns:

Signed by DSL: Date:
Full Name: