



Study Write Tuition

Safeguarding, Child Protection Policy and Procedure

2023 - 2024

Mr Harper DSL



Mrs Harper DSL



Mrs Queenan - Principal





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Section 1 Study Write Tuition Commitment

Safeguarding Child Protection Policy and Procedure – Review 06.09.24



This policy applies to all adults, including visitors working in or on behalf of our centres.

This policy has been updated to reflect changes in KCSIE 2023 and Working Together to Safeguard Children 2018 statutory guidance.

Safeguarding is defined as:

Safeguarding and promoting the welfare of children is defined as

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

Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

We believe that:

- Study Write plays a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who have experienced abuse.

Our pupils' welfare is our paramount concern. Study Write will ensure that our centres will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our tuition has robust arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

SCOPE

- In line with the law, this policy defines a child as anyone under the age of 18 years.
- This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

The purpose of this policy is:



- To inform staff, parents, social workers, visitors and volunteers about the schools responsibility for safeguarding children and to develop awareness and identification of abuse.
- To establish and maintain an environment where children are, and feel, safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school shares an objective to help keep children and young people safe by:

- Reading and understanding **Part 1** of **Keeping Children Safe in Education** (2023) and Appendix A
- Providing a safe environment for children and young people to learn and develop in our school setting, and
- Identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

Study Write Tuition is committed to safeguarding and promoting the well-being of all its pupils. Each pupil's welfare is of paramount importance. We recognise that our children are especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way and, whilst at school, their behaviours maybe challenging.

We recognise that some children who may have experienced abuse may harm others.

We will always take a considered and sensitive approach in order that we support all our pupils.

The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. Study Write ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies. Within the office & staff shared drive, all staff have access to a file with the up to date key safeguarding regulations and guidance which our tuition polices adhere to. Weekly training & Staff brief also sign post local safeguarding procedures and contacts.



THE LEGAL FRAMEWORK

Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent educational establishments, including free schools and academies.

Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or college to supply information in order to perform its functions. This must be complied with.

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023*
- *Local Child Protection and Safeguarding Procedures*
- *Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018*



Section 2 Providing a Safe and Supportive Environment

2.1 ROLES AND RESPONSIBILITIES

Study Write's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL).

Study Write has a senior staff member identified as a Designated Safeguarding lead (DSL) who is trained to DSL standard in the authority where their centre is placed.

Our Senior DSL is Mr Oliver Harper - contact: 07552 230201

And our other DSL is Mrs Carol Harper – contact: 07958 180590

The DSL's responsibilities are described in Appendix 4.

The DSL is on the leadership team and their role of DSL will be explicit in their job description. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.

They will champion good practice, provide critical challenge, liaise with the lead teacher / owner and provide information and reports to the SLT.

The case manager for dealing with allegations of abuse made against school staff members is the lead teacher. The case manager for dealing with allegations against the executive headteacher is the DSL.

The lead teacher / owner will ensure that the policies and procedures adopted are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

The Senior Leadership Team is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the centre's ethos and reflected in the day-to-day practice.

All staff members, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

2.2 SAFER RECRUITMENT AND SELECTION

Study Write Tuition pays full regards to DfE guidance 'Keeping Children Safe in Education' (KCSIE 2023) We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is likely to be perceived by the children as a safe and trustworthy adult e.g. visitors and staff employed by contractors.

Safer recruitment practice as laid out in KCSIE (2023) is adhered to in terms of scrutinising applicants and enhanced DBS checks and additional checks to the level required eg. prohibition from teaching and section 128 checks.



Study Write Tuition are committed to keeping an up-to-date Single Central Register (SCR) which covers the following people:

- All staff who work in the tuition centres / schools.
- All others who are in regular contact with the children in the centre, including volunteers and visitors

The Single Central Register (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the dates on which the checks were completed and by whom. SCR policy (2023)

Please refer to the Education Safer Recruitment and Education Recruitment Checks Policy and Procedures (2023)

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023*. As per the 2023 changes – ALL STAFF currently employed and recruited into the business will also have online searches done.

2.3 Safe Working Practice

All staff within our centres have a responsibility for safeguarding children as part of their professional duties. All staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. All staff within the school are required to be familiar with the safeguarding policy and Part 1 of the KCSIE 2023

All staff are required to be familiar with our Staff Code of Conduct (staff handbook), and Whistle Blowing Procedure to ensure that pupils are safe and all staff will:

- Work in an open and transparent way;
- Discuss and/or take advice from school management / DSL over any incident which may give rise to concern
- Effectively record incidents and decisions made
- Apply the same professional standards regardless of gender, sexuality or disability
- Be aware of, and comply with, the Confidentiality Policy
- Be aware that breaches of the law and other organisation and DfE guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

All visitors to our school are required to read the safeguarding and fire safety guidance overviews (appendix 2 and 3). All visitors are made aware who the DSL is and are told about reporting any safeguarding concerns to the DSL. Visitors are expected to sign in and out of premises and to wear a visitor or identity lanyard at all times while on the school premises.



2.4 Risk Management and Assessment

Risk management and assessments are taken seriously and used to good effect to promote safety and ensure agreed protocols are followed. Risk assessments are available for all aspects of the centres work such as premises and equipment, onsite activities, venues used etc.

2.5 Safeguarding Information for Pupils

All pupils within our centre are aware of a number of staff who they can talk to. The centre is committed to ensuring that pupils are aware of behaviours towards them that are unacceptable and how they can keep themselves safe. We aim for all pupils to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection.

Likewise pupils are informed that there is a deputy DSL who they can talk to. We inform pupils of whom they might like to talk to both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils within our centre's are treated with dignity and respect and their views are listened to. Centre arrangements for consulting with and listening to pupils are:

- Individual Pupil consultation
- Pupil questionnaires
- Reflections

2.6 SUPPORTING CHILDREN

Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to online safety, enabling children to learn about the risks of new technologies and social media and to use these responsibly;
- Filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material,
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or characteristics, and how to address them.



2.7 Pupils with Additional vulnerabilities and characteristics can include:

- Looked after children
- Previously looked after children
- Care leavers
- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children frequently go missing from care or from home
- Children misusing drugs or alcohol themselves;
- Children at risk of modern slavery, trafficking or exploitation;
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have returned home to their family from care;
- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;
- Privately fostered children

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our centres will ensure that these children receive additional monitoring and pastoral support.

A number of common barriers exist that prevent children from telling others about abuse or their worries or, if they do tell, often lead to them retracting their statement. Children often don't tell because they:

- Are scared because they have been threatened.
- Believe they will be moved away from their current home.
- Believe they are to blame.
- Think it is what happens to all children.
- Feel embarrassed and guilty.
- Don't want the abuser to get into trouble.



It is therefore important to remain alert to these potential barriers and assist children to overcome them through reassurance. This can be achieved by working with other professionals who may be best placed to offer reassurance or advice about how to support the child.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.8 Local Safeguarding Partnerships

All DSLs receive training from the local authority within which their school is situated to ensure they are aware of local safeguarding procedure and requirements. DSLs are expected to attend local DSL forum groups on a regular basis to ensure they are aware of local safeguarding priorities and guidance, and relationships are fostered with key safeguarding partners within the relevant authority. Information with regards to the Local Safeguarding procedures is displayed on the Safeguarding notice board in the office and the DSL Safeguarding file.

2.9 Working with others

Our centre recognises that it is essential to establish positive, effective and professional working relationships with other agencies. Staff are expected to work in partnership with other professionals in line with guidance from Working together to Safeguard Children (2018).

We also recognise the joint responsibility we have with external agencies to work effectively to safeguard children at our centre. In order to promote a safe and supportive environment we can work and communicate with:

- Local Authority Social Workers
- CAMHs
- Police
- YOT
- LA SEND team
- Virtual Schools
- PREVENT
- Other schools
- Youth Advocacy Service

This list is not exhaustive. We aim to build productive relationships with any professional supporting a child within our centre. We provide written reports as required for reviews and meetings about our children and aim to attend whenever possible. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

2.10 SITE SECURITY

All staff members have a responsibility to ensure our rented buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. When



possible all visits will be planned and recorded on the morning safeguarding briefing. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Visitors who are known to the centre and have a checked DBS, will be on our SCR and therefore will wear a green lanyard, visitors without a checked DBS and not on our SCR will be required to wear a red lanyard and they will not be left unaccompanied with pupils under any circumstances or able to undertake regulated activity.

Any site management issues that could result in a safeguarding concern are reported immediately to the site supervisor or most senior member of the building.

2.11 REPORTING CONCERNS AND RECORD KEEPING

All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept securely.

Hate incidents, e.g. racist, homophobic, gender or disability-based bullying, are reported, recorded and considered under safeguarding arrangements.

Attendance patterns are reviewed and responded to under safeguarding arrangements.

2.12 Information Sharing

Government guidance outlines **seven golden rules** to sharing information. These are;

- Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Be open and honest with the individual (and/or family where appropriate) from the outset and why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.



- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with who and for what purpose.

2.13 STAFF INDUCTION, TRAINING AND DEVELOPMENT

All new members of staff, including newly qualified teachers and teaching assistants, will be given an induction which includes the following:

- Issue and explanation of the safeguarding and child protection policy
- Issue and explanation of the behaviour policy
- Issue and explanation of the staff behaviour policy/code of conduct
- Explain the role of the DSL and share the identities of the DSL and all DDSLs
- Issue Part One and Annex A of Keeping Children Safe in Education September 2023
- Child protection and safeguarding training (including online safety) - our children in all our centres do not and never use computers, therefore the DSL is not required to monitor or filter any online sites – KCSIE September 2023. Should that ever change then the DSL would be responsible for monitoring and filtering any online sites and would provide a policy on that.
- All new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.

The induction and ongoing training of staff will include the following key aspects:

- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- Staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- When concerned about the welfare of a child, staff should always act in the best interests of the child.
- If staff are unsure, they should always speak to the DSL or deputy DSL.
- If staff have any concerns about a child’s welfare, they should act on them immediately.
- Staff should not assume a colleague, or another professional will take action.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team or Head teacher of the centre/school being used. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
 - Our Senior DSL is Mr Oliver Harper - contact: 07552 230201
 - And our other DSL is Mrs Carol Harper – contact: 07958 180590

The school Designated Safeguarding Leads and the Deputy DSL undertake refresher training at 2 year intervals, provided by the local authority. The DSL also attends other opportunities such as the DSL network events and further training to ensure they are up to date with current practices and procedure and in order to further their continuous professional development.



Safeguarding awareness and KCSIE updates 2023 (including Part 1) are delivered on an annual basis through face-to-face training delivered by the DSL and DDSL in each school.

The DSL will provide briefings to the tuition centre on any changes to safeguarding and child protection legislation and procedures and relevant learning from local and national serious case reviews as required, but at least annually.

Staff members who miss whole school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, or receiving 1:1 training from the DSL. The DSL will be responsible for arranging this.

2.14 Safeguarding Reporting and Monitoring Procedures

Safeguarding is a priority within our tuition centre and the wider organisation. Therefore, there are frequent opportunities within the organisation to discuss safeguarding along with monitoring safeguarding practice.

Safeguarding is an agenda item for the following meetings:

- Safeguarding Briefing (daily)
- Staff meeting (weekly)
- Senior Management Meeting (weekly)
- Senior Leadership Team meeting (weekly)
- Lesson Learnt Meetings (as and when required)

Safeguarding is reported, monitored and evaluated through the following methods:

- CPOMS records which are sent directly and automatically to DSL and Deputy DSL
- Meeting Minutes
- Safeguarding Audit (annual)

2.15 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

- When concerned about the welfare of a child, staff should always act in the best interests of the child.
- If staff are unsure, they should always speak to the DSL or deputy DSL.
- If staff have any concerns about a child's welfare, they should act on them immediately.
- Staff should not assume a colleague or another professional will take action.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- All safeguarding incidences should be reported on CPOMS / Senior DSL Local Authority Safeguarding Child Protection Policy and Procedure – Review 06.09.24



2.16 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children’s Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the report on CPOMS and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

2.17 QUALITY ASSURANCE

- We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will be in monthly audits of welfare concern and safeguarding files and records by the DSL
- We will complete an audit of the centre’s safeguarding arrangements annually using the audit tool provided by Calderdale for this purpose.
- The centres senior management will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in safeguarding and child protection arrangements.

Section 3 Ensuring the Children are Safe at Schools / Centres

3.1 Child Protection Procedures

Teachers and other adults within school are well placed to observe any physical, emotional or behavioural signs which indicate that a child maybe suffering significant harm. The relationships between staff and pupils which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2022)

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.



Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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 (Fabricated Induced Illness).

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.

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.

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.



All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and guidance from the Local Safeguarding Children Board in the authority where the school is situated (These are displayed on the safeguarding board in each school office)

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person).

Following KCSIE 2023 changes regarding a child who is absent. The centres do take registers weekly and monitor all absences. In the first instance, the parent is contacted regarding the reason why the child is absent, sporadic or long periods of absence then a return will be monitored, and appropriate action taken. As our service is fee-paying, parents can and do remove their children at various points – all our staff are mindful of this and would contact the school directly / Head teacher / DSL if we felt there was a need for any further investigation.

3.2 Possible Signs and Symptoms of Abuse

Children who are being abused may show a number of physical and emotional changes. However, remember that these signs do not always mean that a child is being abused - there may be other explanations. The indicators of abuse are not necessarily fixed as they will vary depending on the age and developmental stage of the child and whether the child has any form of impairment. Therefore, it is always important to consider these contextual factors alongside what you see, hear or that someone tells you. The behavioural indicators described here are generic signs of a troubled child, not necessarily an abused child.

Physical abuse	
<i>Physical signs</i>	<i>Behavioral signs</i>
<p>Bruises, and broken bones are obvious signs of physical abuse, but they are not the only ones. Other signs include:</p> <ul style="list-style-type: none"> ● Injuries that the child cannot explain or explains unconvincingly ● Untreated or inadequately treated injuries ● Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen ● Bruising which looks like hand or finger marks ● Cigarette burns, human bites <p>● Scalds and burns.</p>	<p>Sometimes if a child is being physically abused they may show changes in behaviour, such as</p> <ul style="list-style-type: none"> ● Becoming sad, withdrawn or depressed ● Having trouble sleeping ● Behaving aggressively or being disruptive ● Showing fear of certain adults ● Showing lack of confidence and low self-esteem ● Using drugs or alcohol



Sexual abuse	
<i>Physical signs</i>	<i>Behavioral signs</i>
<ul style="list-style-type: none"> ● Pain, itching, bruising or bleeding in the genital or anal areas. ● Genital discharge or urinary tract infections ● Stomach pains or discomfort when walking or sitting ● Sexually transmitted infections ● Pregnancy ● Bruising to other body parts suggesting child has been held down ● Female genital mutilation 	<ul style="list-style-type: none"> ● A marked change in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically. ● The child may refuse to attend school or starts to have difficulty concentrating so that their schoolwork is affected. ● They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities. ● They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age. ● The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person. ● The child has unexplained gifts, money, cigarettes that they would not normally have.
Emotional abuse	
<i>Physical signs</i>	<i>Behavioral signs</i>
<ul style="list-style-type: none"> ● Speech disorders ● Delayed physical development ● Substance abuse ● Ulcers, severe allergies 	<ul style="list-style-type: none"> ● Habit disorder (sucking, rocking, biting) ● Antisocial, destructive ● Neurotic traits (sleep disorders, inhibition of play) ● Passive and aggressive - behavioural extremes ● Delinquent behaviour (especially adolescents) ● Developmental delayed ● Self-harm
Neglect	
<i>Physical signs</i>	<i>Behavioral signs</i>



<ul style="list-style-type: none"> • Abandonment • Unattended medical needs • Consistent lack of supervision • Consistent hunger, inappropriate dress, poor hygiene • Lice, distended stomach, emaciated • Inadequate nutrition • Weight loss • Cold puffy hands and feet • Frequent accidents 	<ul style="list-style-type: none"> • Regularly displays fatigue or listlessness, falls asleep in class • Steals food, begs from classmates • Reports that there is no carer at home • Frequently absent or tardy • Self-destructive • School dropout (adolescents) • Extreme loneliness and need for affection • Having few friends and/or being a victim of bullying
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3.3 Preventing Violent Extremism

Study Write Tuition are aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child being linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child will need to be referred to the Channel Panel.

Study Write Tuition will also incorporate the promotion of fundamental British Values into the PSHE and Citizenship curriculum in order to help build pupils’ resilience and enable them to challenge extremist views. Our centre will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

3.4 Online Safety (use of ICT, the internet, mobile technology and social media)

Study Write Tuition has an Online Safety policy which includes guidance for all pupils in relation to Online Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL will review the circumstances and speak with parents and make appropriate referrals as necessary. The DSL is aware of the KCSIE 2023 changes re monitoring and filtering online sites and produces information for our parents yearly with regard to them setting parental controls etc. No devices or pc’s are allowed to be used by the children in the centre as there is no teaching need for them.

3.5.1 Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside



towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

3.5.2 Child Sexual Exploitation.

Child sexual exploitation (CSE) is a type 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 (Department for Education, 2017; NIdirect, 2021; Scottish Government, 2018; Wales Safeguarding Procedures Project Board, 2020a).

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money or affection.

CSE can take place in person, online, or using a combination of both. Perpetrators of CSE use a power imbalance to exploit children and young people. This may arise from a range of factors including:

- age
- gender
- sexual identity
- cognitive ability
- physical strength
- status
- access to economic or other resources (Department of Education, 2017).

Sexual exploitation is a hidden crime. Young people have often been groomed into trusting their abuser and may not understand that they're being abused. They may depend on their abuser and be too scared to tell anyone what's happening because they don't want to get them in trouble or risk losing them. They may be tricked into believing they're in a loving, consensual relationship.



Some children and young people are trafficked into or within the UK for sexual exploitation.

[> Find out more about child trafficking and modern slavery](#)

[> Find out more about grooming](#)

Child sexual exploitation online

When sexual exploitation happens online, young people may be persuaded or forced to:

- have sexual conversations by text or online
- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone (Hamilton-Giachritsis et al, 2017).

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in further sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped.

Our staff have safeguarding training annually to ensure that the above does not happen in our centres and all staff can be made aware of it and be vigilant.

Recognising child sexual exploitation

Child sexual exploitation (CSE) can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Behavioural indicators

Children and young people who are being sexually exploited may display certain behaviours:

- displaying [inappropriate sexualised behaviour](#) for their age
- being fearful of certain people and/or situations
- displaying significant changes in emotional wellbeing
- being isolated from peers/usual social networks
- being increasingly secretive
- having money or new things (such as clothes or a mobile phone) that they can't explain
- spending time with older individuals or groups
- being involved with gangs and/or gang fights
- calling an older person their 'boyfriend' or 'girlfriend'
- missing school and/or falling behind with schoolwork
- persistently returning home late
- returning home under the influence of drugs/alcohol
- going missing from home or care



- being involved in petty crime such as shoplifting
- spending a lot of time at hotels or places of concern, such as known brothels
- not knowing where they are, because they have been [trafficked](#) around the country (Department for Education, 2017).

Physical signs include:

- unexplained physical injuries and other signs of [physical abuse](#)
- changed physical appearance - for example, weight loss
- scars from self-harm (Department for Education, 2017).

Repeat sexually transmitted infections, pregnancy and terminations can also be a sign of CSE (Coffey and Lloyd, 2014).

[> Find out how to recognise the signs of healthy and unhealthy relationships](#)

Risks and vulnerability factors

Child sexual exploitation can happen to any child or young person. But research has identified certain factors that may make a child or young person more vulnerable to CSE. These include:

- low self-esteem or self-confidence
- lacking friends from the same age group
- being a young carer
- being in or leaving care
- a history of abuse, particularly [sexual abuse](#)
- recent bereavement or loss
- homelessness
- links to a gang through relatives, peers or intimate relationships

Our staff are trained to:

- **Follow your organisational child protection procedures.** Organisations that work with children and families must have [safeguarding policies and procedures](#) in place.

The DSL will follow the correct procedures and will follow advice gained from Steve Barnes the LA Safeguarding lead. The below contacts can be used also for advice.

- **Contact the NSPCC Helpline** on [0808 800 5000](tel:0808 800 5000) or by emailing help@nspcc.org.uk. Our trained professionals will talk through your concerns with you and give you expert advice.
- **Contact your local child protection services.** Their contact details can be found on the website for the local authority the child lives in.



3.6 Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. **KCSIE 2023 highlights** the need to act accordingly with children who are missing in education – at our centres we have a follow up telephone system for any child missing within 10 minutes of our session starting and make the necessary decisions – all staff inc DSL & lead teacher are aware of any child's absent and the reason why. A prolonged absent would be investigated and if the parents reasons were not sufficient the DSL would contact the child's school direct.

3.7 Female Genital Mutilation (FGM)

Schools play a vital role in protecting and supporting girls at risk of or affected by FGM. Young people should be engaged and empowered to know about issues that affect them, their peers and their communities.

At Study Write we are focused not only on awareness but also the role that everyone can play in supporting girls and ending the practice.

What IS FGM?

Girls of any age are at risk from the tradition of removal or partial removal of female genitalia. It is a violation of women's rights. It is illegal in the UK since 2013 and carries a sentence of 14 years imprisonment. In 2015 a mandatory reporting duty was introduced.

Who is at risk?

Mainly girls from these countries, through families from other countries can be involved:

- Egypt
- Ethiopia
- Eritrea
- Nigeria
- Sierra Leone
- Chad
- Guinea Bissau
- Gambia

Who is responsible?

Everyone is responsible. We still need to be aware and have a responsibility to girls within our communities. If you have concerns that a girl within your community is affected or likely to be effected by FGM this must be reported immediately.



Contact Details

FGM Helpline – 08000283550 for advice and concerns fgmhelp@nspcc.org

Contact Police to conduct investigation.

Our Senior DSL is Mr Oliver Harper - contact: 07552 230201

And our other DSL is Mrs Carol Harper – contact: 07958 180590

3.8 Child on Child Abuse

Sometimes safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and coercion. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address and/or monitor the underlying Safeguarding concerns.

Our Senior DSL is Mr Oliver Harper - contact: 07552 230201

And our other DSL is Mrs Carol Harper – contact: 07958 180590

Sexual violence and sexual harassment between children in schools

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?



Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats



The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In the case of sexual violence or sexual harassment:

- The school recognise that reports of this nature are likely to be complex.
- All decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context.

Referrals to other agencies

- Any report which involves activity which is suspected of being a crime: the school will refer to the police.
- Any report which involves activity which places a child at level 3 or 4 on the continuum of need: the school will refer to children's social care.
- The school will give consideration to what other agencies or resource might be of support to children and families, seeking consent and making referrals as necessary.

Responding to reports of child on child abuse

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe.



When being made aware of a disclosure or report of child on child abuse all staff will:

- Not promise confidentiality.
 - Be supportive and respectful of the child.
 - Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
 - Record the facts as the child presents them, without reflecting the personal opinion of the note taker as such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation.
 - If possible, have two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.
- Our Senior DSL is Mr Oliver Harper - contact: 07552 230201.
 - And our other DSL is Mrs Carol Harper – contact: 07958 180590.

Risk Assessment in Relation to child-on-child Abuse

When there has been a report of child on child abuse the DSL will make an immediate risk and needs assessment..

In all cases of child-on-child abuse, but especially those involving sexual violence and/or sexual harassment, the risk and needs assessment should consider:

- The victim, especially their protection and support.
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded in writing and will be kept under review. At all times, the school will be actively considering the risks posed to all pupils and putting proportionate measures in place to protect them and keep them safe.

The DSL will engage with children’s social care and specialist services as required.

Minimising the risk of child-on-child abuse

We will provide a developmentally appropriate PSHE syllabus which develops pupils’ understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Section 4 Managing Allegations

4.1 Where an allegation is made against any person working in, or on behalf of, the school the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious, or misplaced, we also acknowledge that they may be founded



and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.

Section 5 **Linked Policies**

This policy is in line with:

- Keeping Children Safe in Education (KCSIE 2023)
- Working together to Safeguard Children (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Study Write Risk assessment Policy (2023)
- Study Write Blowing Policy (2023)
- Study Write Safer Recruitment Policy (2023)
- Study Write Staff Handbook (2022)
- Staff Induction and Workforce Development Plan (2019)
- SCR guidance (2023)
- Study Write Induction Procedure & Policy (2022)



Appendix 1

Visitor Guide to Safeguarding

Child protection information for visitors, volunteers and parents: Study Write Tuition is committed to protect and safeguard children and expects all staff and volunteers to share this commitment.

Our Tuition Centre will support all children by:

- Promoting a caring, safe and positive environment within school
- Encouraging self-esteem and assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise signs and symptoms of abuse.
- Respond quickly, appropriately and effectively to cases of suspected abuse.

If you have a concern that a child is being harmed, is at risk of harm or you receive a disclosure from a child you must contact one of the following staff members as quickly as possible:

Designated Safeguarding Leads: Lead: Oliver Harper & Carol Harper, Deputy: Vicky Queenan (Owner / lead teacher) If you are unable to locate any of the above staff, please speak to the class teacher immediately to discuss your concerns.

Our Senior DSL is Mr Oliver Harper - contact: 07552 230201

And our other DSL is Mrs Carol Harper – contact: 07958 180590

Owner / Lead Teacher Vicky Queenan – 07990 775779

Everyone working with our children, their parents and carers should be aware that:

- Their role is to listen and carefully note any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Safeguarding Lead immediately.
- Disclosure of the abuse or harm from children may be made at any time.

If anything worries or concerns you, report it straight away.

Mr Harper



Mrs Harper



Mrs Queenan



Appendix 4 – The Role of the Designated Safeguarding Lead (DSL) and Deputy DSL

Our Senior DSL is Mr Oliver Harper - contact: 07552 230201

And our other DSL is Mrs Carol Harper – contact: 07958 180590

1 Managing referrals.

1.1 The designated safeguarding lead will:

- Refer cases of suspected abuse as required.
- Support staff who make referrals to children’s social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children’s services where the situation does not improve.

2 Work with others

2.1 The designated safeguarding lead will:

- Liaise with the lead teacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff.



- Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

3 Training

3.1 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

3.2 In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including the Calderdale continuum of need and the SPOA referral arrangements.
- Have a working knowledge of how social care in their area conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the centres' safeguarding and child protection policy and procedures, especially new and part time staff.
- Organise whole centre safeguarding and child protection training for all staff members regularly and provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another schools training.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Can keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Maintain accurate records of staff induction and training.

4 Raise Awareness

4.1 The designated safeguarding lead will:



- Ensure the centres' safeguarding and child protection policies are known, understood, and used appropriately.
- Ensure the schools safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.

5 Availability

5.1 During term time the DSL or a deputy will always be available (during centre hours) for staff in the school to discuss any safeguarding concerns. 07552 230201 – Mr Oliver Harper

5.2 Where any activities take place outside of regular school hours, the school will ensure that a DSL is available to be contacted during this time. 07552 230201 – Mr Oliver Harper

Compiled by: V Queenan & Oliver Harper & Carol Harper - DSL

Date agreed: 05.10.23

Next Review Date: 06.09.24