



Safeguarding and Child Protection Policy

Updated June 2023

INTRODUCTION

Gladstone Connect Ltd fully recognises the responsibility it must have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with children and young people and direct work with families all staff in the setting (Allama Iqbal Centre) have a responsibility to:

- Identify concerns early to prevent them from escalating.
- Provide a safe environment in which children can learn.
- Identify children who may benefit from early help.
- Know what to do if a child tells them he/she is being abused or neglected.
- Follow the referral process if they have a concern.

This policy sets out its statutory responsibilities relating to safeguarding and promoting the welfare of children who attend our setting. Our policy applies to all staff, paid and unpaid, working in the Centre including trustees. Youth workers, staff, volunteers as well as the Centre Manager can be the first point of disclosure for a child. Concerned parents/carers may also contact the Centre Manager and its Trustees.

There are four main elements to our policy*:

PREVENTION through the experiences and support offered to children and young people and the creation and maintenance of a protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the categories of abuse are attached ([see Appendix A](#)).

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

*This policy is available to parents/families on request from the Centre Office.

1.0 PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The organisation will therefore:

- Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.
- Ensure children know that there are adults in the setting whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

- Tailor our activities/programmes to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Incorporate into the activities opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.
- Ensure that all staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Incorporate into the activities opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g., family, school and/or other sources.

2.0 PROCEDURES

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'.

A copy of these procedures can be found on their website:

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

The Designated Safeguarding Lead for the setting is:

Michelle Bush-Batty

The nominated trustee responsible for Safeguarding and Child Protection is:

Nadia Abdu-Rahman (Also the Designated Safeguarding Deputy)

The Trustees will:

- Appoint the Centre Manager to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- Ensure that the role of DSL and DDSL is explicit in the role holder's job description.
- Ensure that the DSL has the appropriate status and authority within the Centre to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. Ensure that the DSL and deputies have undertaken Safeguarding Training updated at least every two years.
- Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually.
- Ensure that every member of staff, paid and unpaid, and the trustees know who the Designated Safeguarding Lead and Deputies are and the procedures for passing on concerns from the point of induction. Staff members are required to log a concern with the relevant Log of Concern form kept in the Office. **Urgent concerns should be submitted in person to the DSL/DDSL immediately.** Volunteers and visitors are required to complete a log of concern form and pass it in person to the DSL/DDSL immediately.
- Ensure that the DSL or DDSL are always available to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available. The DSL or DDSL will be available to take phone calls if no one is on site.
- Liaise with the three safeguarding partners (Local Authority, Integrated Care Systems and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- Nominate a Trustee for leading on safeguarding and child protection who has undertaken appropriate training.

The organisation aims to ensure all trustees on the board know who the DSL and DDSL are and their individual role/responsibilities as trustees including:

- how to identify the signs of abuse and neglect.
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.
- how to pass on and record concerns about a young person.
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring safeguarding concerns to the DSL/DDSL.
- what is meant by, and the importance of, showing professional curiosity.

- that they have a responsibility to provide a safe environment in which children can learn.
- where to find the Inter–Agency Procedures on the Safeguarding Children Partnership Board website.
- their role in the early help process.
- the process for making referrals to children’s social care.

The organisation aim to also:

- Ensure all Centre staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required but at least annually.
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Ensure that parents are informed of the responsibility placed on the staff in relation to child protection by setting out these duties when enrolling young people into the provision.
- Ensure that this policy is available publicly via the website:
<https://www.gladstoneconnect.org/>

Where children are supported off site or in alternative provision, the organisation and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the Centre. The Alternative Provider will log all concerns and share them with the Centre immediately. The Centre will share appropriate information with the Safeguarding Lead at the Alternative Provision.

Liaison with Other Agencies. The Organisation will:

- Work to develop effective links with relevant services to promote the safety and welfare of all children.
- Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters.

Record Keeping The organisation will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

Records should include:

- a clear and comprehensive summary of the concern.
- the child’s wishes and feelings.
- details of how the concern was followed up and resolved.

- a note of any action taken, decisions reached and the outcome.
- a record of any discussion/communication with parents, other agencies etc

Any hardcopy safeguarding files should be kept confidential and stored securely. Parents will be made aware that such records exist except where to do so would place the child at risk of harm. Ensuring all actions and decisions are led by what is in the best interests of the child.

Confidentiality and information sharing

- Information about children and their families is defined as 'special category data', i.e., information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018. The organisation will:
 - Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
 - Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018)
 - Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a child, young person or parent they will refer the request to the DSL or Centre Manager.
 - Ensure staff are clear with children that they cannot promise to keep secrets. The Designated Safeguarding Lead/Deputies will:
 - Disclose information about a child to other members of staff on a 'need to know' basis. Parental consent may be required.
 - Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
 - Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
 - Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

Communication with Parents/Carers The organisation will:

- Ensure that parents/carers are informed of the responsibility placed on the staff in relation to child protection by setting out its duties on joining the provision.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the organisation believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

Child-on-Child Abuse - We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and

discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child-on-child abuse are unacceptable and will be taken seriously. The organisation will therefore:

- Create a protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.
- Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality enrichment programmes teaching awareness.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.
- Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk. Staff will ensure that these children have a trusted adult to talk to.
- Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

Dealing with Sexual Violence and Sexual Harassment between children :

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can 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. The organisation will:

- Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Consider the welfare of both the victim(s) and perpetrator(s) in these situations.

- Liaise closely with external agencies, including police and social care, when required.

3.0 SUPPORTING CHILDREN

The organisation recognises that any child may be subject to abuse and 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 and as such will support all children by:

- Providing opportunities to encourage self-esteem and self-motivation.
- Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- Applying the behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The staff will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies which support the children such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances.

- Children with Disabilities, Additional Needs or Special Educational Needs We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Staff will encourage personal safety skills commensurate with their age, ability and needs such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context.
- Young Carers - The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection. Staff will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.
- Children at Risk of Criminal Exploitation - Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual. All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. The organisation will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise. The Designated Safeguarding Lead will refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

- Children Misusing Drugs or Alcohol - The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the organisation will consider such action in the following situations: When there is evidence or reasonable cause:

To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.

To believe the YP's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults.

Where the misuse is suspected of being linked to parent/carer substance misuse.

Where the misuse indicates an urgent health or safeguarding concern

Where the child is perceived to be at risk of harm through any substance associated criminality

- Children at Risk of Child Sexual Exploitation - Child sexual exploitation (CSE) 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 using technology. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise. The Designated Safeguarding Lead will refer to Social Care if there is a concern that a young person may be at risk of CSE.
- Children Living with Substance Misusing Parents/Carers Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. When the organisation receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures. This is particularly important if the following factors are present:
 - Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g., customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment

- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

- Children Living with Domestic Abuse - The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour. The organisation recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life. Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The organisation will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and refer to external agencies/organisations where possible.
- Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation - So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The organisation takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy. FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the child's wishes.
- Children showing signs of Abuse and/or Neglect – The organisation recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. The setting may be a stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate

support and intervention. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the setting. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. The organisation will ensure that the staff have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

- Children at Risk of Radicalisation - Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of the safeguarding approach. The organisation will ensure that a DSL has undertaken Prevent Lead training and that all staff receive training about the Prevent Duty. The following trustee is the Prevent Lead and has undertaken Prevent Lead training: Kevin Taylor
Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The organisation's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral. See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (April 2021).
- Children who have Family Members in Prison - The organisation is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child. The organisation recognises that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance at school. The organisation will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- The organisation will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken.

Allegations that may meet the harms threshold (Part Four, Section One)

- Any allegation of abuse made against a member of staff (including supply staff, volunteers and contractors) that meets the harms threshold will be reported straight away to the Centre Manager.
- In cases where the Centre Manager is the subject of an allegation, it will be reported to the Trustee leading on Safeguarding. The organisation will then follow the procedure and will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and seek advice from their HR provider.
- The Trustee responsible will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
- Before contacting the LADO, the trustee leading on safeguarding should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether

there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

- Where it is identified a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

The organisation will consider:

- Looking after the welfare of the child - the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.

- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The organisation will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer in employ and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable. Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns that do not meet the harms threshold (Part Four, Section Two)

- Low level concerns that do not meet the harms threshold should be reported to the Centre Manager or Designated Safeguarding Lead. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.
- In cases where the Centre Manager is the subject of an allegation, it will be reported to the Trustee leading on safeguarding.

The organisation will deal with any such concern, no matter how small, where an adult working in or on behalf of the setting may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns should be recorded in writing (Log of Concern). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The organisation can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

The organisation will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the setting (including volunteers and contractors) are dealt with promptly and appropriately. This will enable the organisation to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the setting are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

The organisation should ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

The organisation will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5.0 OTHER RELATED POLICIES AND PROCEDURES

Use of Mobile Phones Policy

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the organisation has developed a policy to outline the required protocol for all staff, children and young people, volunteers and parents/carers.

6.0 BOARD OF TRUSTEES SAFEGUARDING RESPONSIBILITIES

The board should ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. The board fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training are effective and always comply with the law and government guidance. It will:

- Nominate a trustee for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all trustees receive appropriate safeguarding and child protection (including online) training periodically. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in are effective and support the delivery of a robust approach to safeguarding.
- Ensure trustees are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report is made to the full board
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, updated and understood by all staff.

- Ensure that this Safeguarding and Child Protection policy is published on the website.
- Ensure children's wishes and feelings are considered where there are safeguarding concerns.

Where activities are provided separately by another organisation or individual, either on or off site, the board will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the setting on these matters where appropriate.

This policy was ratified on 15th June 2023 and will be reviewed July 2024

Signed by:

Centre Manager/Designated Safeguarding Lead:

Michelle Bush-Batty

Nominated Trustee for Safeguarding:

Nadia Abdu-Rahman

Categories of Abuse

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse - 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.

Neglect - 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. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs. It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development. It may involve conveying to a child that they are:

- Worthless • Unloved • Inadequate • Valued only insofar as they meet another persons needs

It may include: • not giving the child opportunities to express their views • deliberately silencing them • 'making fun' of what they say or how they communicate.

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger

- The exploitation or corruption of children Some level of emotional abuse is involved in all types of maltreatment 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. This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Dealing with Allegations or Concerns about an Adult Working with Children

Allegation or concern raised about a member of staff or adult

Does it meet the harm threshold?

The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)

YES >

Contact PCC LADO on 01733 864038 or via LADO@peterborough.gov.uk

NOT SURE >

As above

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold, then they will record the information and advise you to treat the issue as a Low Level Concern. You will need to inform the staff member that LADO hold information on them.

NO >

This is a Low-Level Concern. Consider carefully what action to take in response, taking advice from your HR Provider as appropriate. Keep a record in a secure central file. An example form for this purpose is available for use if required.

If you need further advice on any aspect of this, then please contact either: Sue Proffitt on 07920 160232 or Sara Rogers on 07990 936820

You may want to consider the following questions.

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?

- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in or out of the setting?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team ecps.general@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit Tel: 101

Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Sara Rogers sara.rogers@cambridgeshire.gov.uk

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) lado@cambridgeshire.gov.uk Tel: 01223 727967

Senior Leadership Adviser – Phil Nash Tel: 01223 699448

Useful Contacts - Peterborough

Education Safeguarding Lead – Sue Proffitt susan.proffitt@peterborough.gov.uk

Early Help Tel: 01733 863649

Customer Service Centre – social care referrals Tel: 01733 864180

Emergency Duty Team (Out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO) lado@peterborough.gov.uk Tel: 01733 864038

Relevant Documents:

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

The Prevent Duty, Departmental advice for schools and childcare providers (June 2015)

Revised Prevent Duty Guidance: for England and Wales (April 2021)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020)

What to do if you're worried a child is being abused: Advice for practitioners (March 2015)

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)