



## Safeguarding and Child Protection Policy

<b>Policy agreed</b>	<b>01/08/2022</b>
<b>Policy published</b> (including on website)	<b>01/08/2022</b>
<b>Next review</b>	<b>01/08/2023</b>

### Key Safeguarding Personnel

<b>Role</b>	<b>Name</b>	<b>Tel.</b>	<b>email</b>
Director/Proprietor	Tomos Henri Jarvis	07865 322225	tomosjarvis@gmail.com
Designated Safeguarding Lead (DSL)			
Deputy DSL(s) (DDSL)			
Director/Trustee responsible for safeguarding			

Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): Out of hours:	0300 456 0108 0300 456 0100
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If you believe a young person is at immediate risk of significant harm or injury, you must call the police on 999.

## 1. Summary

Omni Alternative Provision fully recognises its responsibilities for safeguarding pupils/child protection. This policy and its procedures apply wherever staff or volunteers are working with young people even where this is away from the provision, for example, an educational visit.

This policy is written with due regard to the statutory guidance *Keeping Children Safe in Education - DfE 2022 from 1<sup>st</sup> September (statutory for Alternative Provision Settings)* from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.

In addition, we will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- The procedures of Safeguarding Vulnerable People Partnership (SVPP)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents, and carers (2018)
- Alternative Provision - Statutory guidance 2013

The aims of the policy are to:

- Ensure that there are effective procedures in place to deal with any safeguarding issues which may arise;
- Ensure that the provision develops and implements practice and procedures in accordance with this policy;
- Assist staff to work safely and responsibly and to monitor their own standards and practices;
- Set out the various responsibilities.

## 2. Principles of this Policy

- The welfare of the pupil is paramount.
- It is the responsibility of all adults who work with learners to safeguard and promote the welfare of young people.
- Omni Alternative Provision creates a safe, supportive climate in which young people feel that they are listened to and in which disclosure can take place.
- Young people have a responsibility to support the safeguarding of themselves and others within the provision. They are provided with the skills, awareness, and confidence to support this responsibility.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which lead any reasonable person to question their motivation and intentions.
- The same professional standards should be applied regardless of culture, gender, language, racial origin, religious belief and/or sexual identity.
- Staff should continually monitor and review their practice.

### 3. Scope

Safeguarding children is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental or physical health or development and
- protecting children from maltreatment.

Safeguarding covers a range of measures that includes child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates a young person's health and safety; behaviour management and preventing bullying; supporting young people with medical conditions. personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the proprietor and should be read alongside the following policies relevant to the safety and welfare of our young people:

- Behaviour policy
- Equality Statement
- Staff Code of Conduct Policy
- Whistleblowing Policy
- Health and Safety

This policy applies to all staff in our organisation.

For the purposes of this policy:

- Staff refers to all those working for or on behalf of the organisation full time or part time, in a paid or regular voluntary capacity.
- A volunteer is a person who performs an activity that involves spending time, unpaid with our organisation (except for approved expenses).
- Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.
- Child refers to all children attending our provision and any child under the age of 18 who encounters our organisation. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a young person at our provision or outside of operating hours are within the scope of this policy.

### 4. Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a young person.

- involved in the implementation of individual education programmes, integrated support plans, child in need plans, and interagency child protection plans

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE). Staff working directly with children have also read Annex A of KCSiE

## 5. The Proprietor(s)

As key strategic decision makers and vision setters for the organisation, the proprietor will make sure that our policies and procedures are in line with national and local safeguarding requirements. Proprietor/trustees will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Staff Code of Conduct Policy (for safer working practice) D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Learner voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a young person at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse Child on Child abuse Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC staff member (even if there are no LAC on roll)

## 5. Allegations management

Our DSL is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Proprietor(s)

## 6. Staff recruitment

All staff are subject to safer recruitment processes and checks, and we follow the guidance set out in Part 3 of KCSiE. The provision will ensure that each appointment panel has at least one member trained in safer recruitment techniques according to Government guidance. All applicants will be vetted.

Applicants' personal details set out on the application form will be verified, and qualifications checked, and all applicants' criminal records will be checked in accordance with Government guidance, currently contained in the guidance *Keeping Children Safe in Education (DfE September 2022)*.

The provision is aware of the risks of potential radicalisation and extremist views and will take proactive measures to protect the organisation and its young people from such influences.

Our Director/Proprietor(s) monitor the organisation's safer recruitment practice.

(For full details on our Safer Recruitment Practice please see Omni's Safer Recruitment Policy 2022)

## **7. Early Help**

At Omni Alternative Provision, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of a young person's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

## **8. Identifying the signs**

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (1<sup>st</sup> Sept 2022) along with notes from Safeguarding training, are important reference documents for all staff.

Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (Sept 2022).

## **9. Responding to concerns/disclosures of abuse**

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and staff restrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.
- try to investigate the allegation.
- promise confidentiality e.g., say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about a disclosure by a young person of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in the setting to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

The DSL and/or a DDSL is always available during setting hours for staff to discuss any safeguarding concerns.

The voice of the young person is central to our safeguarding practice and young people are encouraged to express and have their views given due weight in all matters affecting them.

## **10. Missing children and children missing education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no registered education place and not electively home educated)

The designated staff member for LAC and care leavers discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend education regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and:

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a child, we follow our procedures for unauthorised absence and report concerns to the child's main registered school base/Education Welfare Service.

## **11. Young People with Special Education Needs and Disabilities (SEND)**

Learners with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood, or injury relates to the young person's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. Staff recognise that learners with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, pastoral support is provided as appropriate for learners with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator from commissioning schools to identify learners with additional communication needs and whenever

possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

## **12. Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

## **13. Child on Child abuse**

All learners have a right to attend education provision and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boy's instigators of such abuse.

Child on Child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- 'upskirting' or any picture taken under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, child on child abuse is dealt with as a safeguarding issue, recorded as such, and not managed through the systems set out in the organisation's behaviour policy.

Any learner who may have been victimised and/or displayed such harmful behaviours, along with any other learner affected by child-on-child abuse, will be supported through the organisation's pastoral system and the support will be regularly reviewed.

We minimise the risk of child-on-child abuse by providing:

- a relevant curriculum, that helps learners to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation.
- established/publicised systems for learners to raise concerns with staff, knowing they will be listened to, supported, and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for learners who are identified as posing a potential risk to other children. For learners under 18 years, this is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.



#### **14. Domestic abuse**

Staff understand that domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner schools/agencies as part of Operation Encompass in Wiltshire.

When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

#### **15. Mental health**

All staff are aware that mental health problems can be an indicator that a learner has suffered or is at risk of suffering abuse, neglect, or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact on learners' mental health, behaviour and education throughout childhood, adolescence and into adulthood.
- they have a duty to observe learners day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a learner that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

#### **16. Preventing radicalisation**

Protecting learners from the risk of radicalisation is part of organisation's wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

Staff use their judgement in identifying learners who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a learner. The D/DSL will always act proportionately, and this may include making a referral to the Channel programme or to the MASH.

#### **17. Serious violence**

We are committed to success in learning for all our learners as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our learners develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that learners may be at risk of getting involved in gangs as well as indicators that a learner is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

### **18. Safeguarding learners on site and on authorised off-site visits**

Omni Alternative Provision recognises that the safety and protection of young people is of paramount importance. Young people often develop a special and close relationship with provision staff and view them as significant and trustworthy adults. Staff are in a unique position to notice any change in demeanour or circumstance and pupils, if they have been abused, may confide, or disclose sensitive information to a member of staff.

Omni Alternative Provision recognises that there must be a facility and process to report all abuse and neglect and provides the structure and appropriately trained personnel for disclosure to take place and be received sensitively. All concerns will be recorded and reported.

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

### **19. Exceptional operating circumstances**

If the organisation is required to change the way we offer our provision to children due to unforeseen circumstances e.g., during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children and vulnerable adults will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support learners in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, learners, and families are provided with written:
- amended DSL arrangements as required (names, location, and contact details)
- temporary changes to procedures for working with learners e.g., online or face-to face offsite.

- amended procedures for reporting concerns
- safeguarding training arrangements
- timescales for such changes so that all learners, families, and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of life, as they may have changed as a result of the national/international events as they evolve.

## **20. Record keeping and information sharing**

Omni Alternative Provision:

- liaises with partner organisations (schools and Wiltshire Council,) to ensure any safeguarding records for learners are shared on transition:
  - by the setting/organisation previously attended by the learner.
  - by the DSL when the learner leaves our organisation.

For any learner dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the best interests of the learner. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all learners safeguarding and any child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all learner safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the learner.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about learners at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers of children. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a learner at increased risk of significant harm
- place any adult at increased risk of serious harm
- prejudice the prevention, detection, or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

## 21. Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a learner is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

## 22. Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Director(s) in the organisation.

If a staff member feels unable to raise an issue with the Director(s) in the organisation as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline

Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## 23. Managing allegations against adults

Omni Alternative Provision follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and staff restrooms for easy reference.

Where anyone in the organisation has a concern about the behaviour of an adult who works or volunteers at the setting, including supply staff, they must immediately consult the Director(s) in the organisation who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the Director(s) will be reported to the **Chair of Governors** without informing the Director/(s).

All staff must remember that the welfare of a learner is paramount and must not delay raising concerns by fear that any such reporting could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the learner and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the organisation's Staff Code of conduct (for safer working practice).

## 24. Training

### Induction

The welfare of all our learners is of paramount importance. All staff including proprietor/trustees and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the organisation – our Staff Code of Conduct policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

The Designated Safeguarding Lead and any deputies will receive formal training at least once every two years to provide them with the knowledge and skills required to carry out the role.

The training should be updated every two years. In addition to their formal training their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Provision has a commitment to training and attendance at inter-agency child protection meetings where applicable. Time will be given to enable this commitment to be met.

All staff will receive relevant safeguarding training every year. Training will be organised by the Designated Safeguarding Lead following a programme drawn up by the Director(s) in consultation with the Designated Safeguarding Lead. The Designated Safeguarding Lead will be expected to cascade learning to the wider staff group via meetings and any other appropriate methods.

The Provision recognises the need for all staff to be fully aware of all potential safeguarding issues and will deliver training that takes account of changes in circumstance and legislation. Additional guidance on the following issues can be accessed through the "Keeping Children Safe in Education" link on the GOV.UK website:

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A

- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults' strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- children and the court system
- children with family members in prison
- county lines
- domestic abuse
- homelessness
- child-on-child abuse
- sexual violence and sexual harassment
- "upskirting"

### **Advanced training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to the organisation's needs. Their knowledge and skills are refreshed at least annually e.g., via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend a Wiltshire MASH tour.

### **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

### **Preventing Radicalisation**

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

### **Governance**

As well as the organisation's safeguarding induction programme, the Director(s) are encouraged to complete face to whole safeguarding and child protection training. In addition, the Director(s) may attend face training provided by Wiltshire Council.

## **25. Monitoring and review**

All staff are expected to monitor their own conduct and relationship with young people to ensure that the standards expected of them are maintained

- The Designated Safeguarding Lead will monitor the working of the policy and will report as required to the Director(s) and the Nominated Governor.
- The Director(s) will report to the Governing Body annually on the working of the policy.

The Director(s) ensure that safeguarding is an agenda item on the for every full governing body meeting.

The Proprietor ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated Director meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

## **APPENDIX A**

### **Safeguarding Pupils - Staff Guidance**

#### **A. Procedures to be followed**

Members of staff who have concerns should report their suspicions to the Designated Safeguarding Lead. The DSL, in consultation with the Director(s), will determine whether the Local Authority, and, in some instances, the police, will be notified.

1. Information is received from commissioning schools, other schools, parents, the Local Authority, and various other sources. Where it is thought that the Local Authority is not aware of the case, it will be informed.
2. A confidential safeguarding register will be maintained of all those young people known to be at risk or vulnerable.
3. Where a pupil is known to be at risk, the Designated Safeguarding Lead will inform all relevant staff, and the Director(s) Nominated Governor.
4. Staff who organise educational visits must liaise with the Designated Safeguarding Lead over any young people at risk,
5. The Designated Safeguarding Lead will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.
6. Guidance is available in the document *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings*, published by the DfE.

#### **Procedures in respect of Child Abuse**

Abuse exists where children under the age of seventeen years have been physically or emotionally abused or severely neglected. Abuse of children who are over five years of age is likely to be noticed by staff and Health Workers or Education Welfare Officers. It is essential, therefore that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.

Omni Alternative Provision has an important role in recognising and responding to potential indicators of abuse and neglect; all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by the Provision.

In the event of an actual or suspected case of child abuse by adults, parents, teachers or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead as soon as possible. The Designated Safeguarding Lead is responsible for ensuring that young people are identified, and the appropriate agency involved.

Staff leading educational visits, particularly residential ones, should provide a list of those young people taking part to the Designated Safeguarding Lead to ensure that they are made aware of all essential information relating to the pupils in their care.



## **B. Indicators of Abuse and Neglect**

- Injuries
- Bruises or abrasions especially about the feet, head, genitals, or other parts of the body where they would not normally be expected to occur given the age of the child
- Damage or injury to the mouth of a child e.g., bruises or cut lips.
- Bite marks
- Burns and/or scalds especially small circular burns (often cigarette burns)
- Poisoning and other misuse of drugs
- Repeated minor injuries and/or self-harming

Other signs include:

- Lethargy
- Withdrawal
- Wariness
- Passivity
- Frozen awareness
- An unkempt, dirty appearance
- Developmental retardation without a medical condition
- Over-solicitous behaviour towards adults
- Failure to thrive or grow without an underlying medical condition

## **C. Actions to be taken by Staff**

### **C1. Reporting to the Designated Safeguarding Lead**

Any concerns about young people must be discussed with the Designated Safeguarding Lead (or their named deputy in their absence) as soon as possible and at least by the end of the session.

### **C2. Immediate response to the young person**

It is vital that any staff actions do not abuse the young person further or prejudice further enquiries, for example:

- Listen to the young person. If you are shocked by what is being said, try not to show it.
- It is acceptable to observe bruises but not to ask a pupil to remove or adjust their clothing to observe them.
- If a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked detailed or leading questions. It is the staff role to listen, not to investigate. Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”.
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”.
- Acknowledge how hard it was for them to tell you this.
- Do not criticise the perpetrator. This may be someone they love.
- Don’t promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why. It is important that you do not make promises that you cannot keep such as “it will be alright now”.

### **C3. Recording Information**

Staff should:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated;
- Observed injuries and bruises are to be recorded on a Body Map available from the Designated Safeguarding Lead.
- Note the non-verbal behaviour and the key words in the language used by the young person (do not translate into “proper terms”); and
- Keep these original notes and pass them to the Designated Safeguarding Lead.