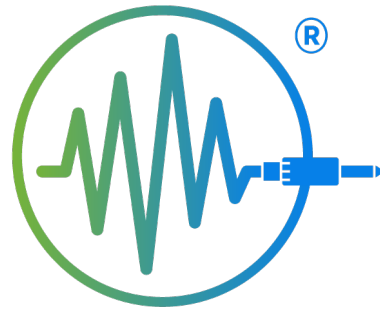


LISA LASHES
SCHOOL *of*
MUSIC



Safeguarding Policy

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Policy Statement

LLSOM has a legal duty to ensure that it safeguards and promotes the welfare of all pupils and apprentices, with reference to children, young people, and vulnerable adults.

Safeguarding is intricately linked to the Prevent guidance, in that, it aims to keep pupils safe by preventing them from being radicalised, drawn into terrorism or any other forms of extremism.

This document represents LLSOM to Child Protection responsibilities, which is underpinned by the Children Act 1989 section 17 Child in Need and Section 47 Child at Risk of Significant Harm. Additionally, the framework for working with agencies to promote the safety and wellbeing of young people is also reflective in the legislative framework documents such as Working Together to Safeguard Children (2018), the DFE statutory guidance, "Keeping Children Safe in Education", (Sept 2020), Safeguarding Vulnerable Groups Act 2006 and the Children and Social Work Act 2017.

This policy and its associated procedures apply to all staff, pupils, and other users, including volunteers, external contractors, freelance staff, remote pupils, apprentices, and employers.

Statement

The Lisa Lashes School of Music recognises that:

The welfare of all pupils is paramount, as enshrined in the Children Act 1989 and the Care Act 2014.

We recognise that "safeguarding is everyone's responsibility" to provide a safe and stimulating environment, one where pupils and apprentices can learn and make progress.

We will work with multi-agency teams to promote and protect the welfare of young children and adults regardless of their age, disability, gender, racial heritage, religious belief, sexual orientation or identify. All pupils and apprentices have the right to equal protection from all types of harm or abuse. See annex No 1, for a list of referral and support agencies.

For the purposes of this policy, the term 'children' refers to everyone under the age of 18 years.

Aims

We will seek to safeguard and promote the welfare of children and vulnerable adults by: -

Clarifying standards of behaviours for staff and pupils.

Appointing Designated Safeguarding and Prevent Lead Officers (DSPLOs) to advise on and manage any concerns and referrals made.

By equipping our staff with the knowledge of child protection and how to identify the possible signs and symptoms/indicators of abuse or concern, including how to deal with and refer through key agencies and support channels.

By taking all suspicions and allegations of abuse and risks of radicalisation seriously and to respond to these concerns with due speed and consideration.

By adopting rigorous safeguarding practices throughout the company along with a code of conduct for staff and volunteers.

By recruiting staff and volunteer is safely, ensuring that all pre-recruitment checks (Advanced DBS, Barred List, Prohibition of Teaching, Section 128, and EEA Checks) are in place prior to inexperienced staff starting their employment.

By working with multi agencies through data sharing agreements about any safeguarding or prevent concerns through the agreed referral arrangements.

By fostering positive relationships with the Police and other community partners to promote the values of democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths or beliefs, and to enable pupils and apprentices to engage successfully within their communities and to engage with, rather than marginalise extreme political views.

Providing effective management for staff, contractors and volunteers through regular support, training, and supervision.

Developing and encouraging pupils and apprentices' resilience and critical thinking skills so that they can challenge and debate in an informed way, through the wide range of teaching, learning and assessment strategies used throughout our training programmes and courses.

To facilitate CPD (Continuous Personal Development) opportunities for staff to develop and share teaching, learning and assessment strategies especially in relation to building resilience, e-safety, and critical thinking skills.

General Data Protection Regulation (GDPR)

We will ensure that all personal data will be processed in accordance with the requirements of the GDPR. All personal information is confidential and should only be shared with the permission of the individual concerned (and/or those with parental responsibility), unless the disclosure of confidential information is necessary to protect a child or adult at risk from serious harm. In all circumstances, information must be confined to those people directly involved in the professional work of each individual child or adult at risk and on a strict "need to know" basis. We will also comply with and maintain knowledge of all relevant legislation, codes of practice and appropriate guidance and any amendments.

Reporting arrangements to the ESFA

The need to refer allegations or concerns about risk posed by staff, volunteers, subcontractors, or partners to the Designated Local Authority Person (formerly LADO) is a requirement, as detailed in the government guidance, *'Working Together to Safeguard Children (2018)'*.

ESFA Clause

The ESFA has included a new safeguarding clause in the funding agreements and contracts for 2017/18 onwards. Whilst the local authority and other institutions have primary duties in respect of safeguarding, the Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. The ESFA's role, therefore, is to provide assurance to the Secretary of State in meeting their general duty, that the right organisations are acting to keep all young people and adults safe.

We **must**, therefore, inform the ESFA if we are the subject of an investigation by the local authority or the police relating to funded pupils. In such circumstances the Chief Executive (or senior designated safeguarding lead) will need to email enquiries. EFA@education.gov.uk.

The ESFA will need to know the name of the institution, the nature of the incident and confirmation that it is or is scheduled to be investigated by the local authority and/or the police. If a referral has been made to the Disclosure and Barring Service, we are required to inform the ESFA.

Monitoring and review

The implementation of this policy will be monitored by the following key staff: -

The Senior Leadership Team – via reports to meetings.

Delivery Managers – via operational meetings.

Safeguarding Leads – via operational meetings.

Related policies

The following policies demonstrate and support our shared commitment to safeguarding and prevent:

Anti-Bullying and Harassment policy	Public Interest Disclosure (Whistleblowing) policy
E-Safety policy	Safer Recruitment and Selection policy
Equality and Diversity policy	Disciplinary and Grievance Code of Conduct policy
Data Protection and IT Security and Information Policies	Admissions policy
Health and Safety including risk assessment policy	Lone Working policy
Children and Vulnerable Adults policy	Complaints Policy
External Guest Speakers and Visitors Policy	Pupil Confidentiality policy
Educational visits and trips including guest speaker's policy	Code of conduct for contractors /supply chain

We will review and update all our policies on an annual basis or sooner if the legislation or guidance updates are changed.

Named Staff with designated responsibility for Safeguarding and Prevent

If you have any concerns or require advice, please contact the officers listed below. All pupils and tutors must also be made aware of the names and contact details of all available DSL's.

Name	Role	Telephone No	Email Address
Deborah Hewitt	Managing Director, DSL and PREVENT Officer	07496 233453	deborah.hewitt@llsom.com
Gordon May	Head of School and DSL	07774 935816	gordon.may@llsom.com
Brandon Reeve	Business Manager and Deputy DSL	07584 121299	brandon.reeve@llsom.com

Section One: Safeguarding roles and responsibilities

All staff, including volunteers, contractors and visitors must:

- Be familiar and be aware of the safeguarding procedures and referrals arrangements.
- Know who the Designated Safeguarding leads and Prevent Officers are and how to contact them.
- Know how to refer and report any concerns to the relevant Designated Safeguarding and Prevent Lead Officers, if they think a pupil or an apprentice may be at risk of radicalisation or involvement in terrorism, or that their health, welfare, or safety is at risk, through abuse, bullying, harassment, or coercive control.
- Report concerns about the disclosure immediately or as soon as it is possible on the day that the disclosure is made.
- Be aware of the procedures to identify those pupils in need of early intervention or help and to take appropriate action where there are concerns for the welfare and protection of pupils/staff.
- Be familiar with the signs and symptoms of the several types of abuse.
- Understand the whistleblowing procedures.

Safer Recruitment of Staff

Before hiring new staff, we have a robust procedure in place to ensure that checks are made before appointments of new members of staff (please see our Safer Recruitment Policy).

It is important to note that curriculum vitae (CV) are only accepted alongside a full application form, as a CV alone is not sufficient on its own to support safer recruitment.

We may also consider online searching as part of our due diligence checks on shortlisted candidates.

Staff Induction and Training

All staff will undergo an induction programme which will be co-ordinated centrally through the Human Resource department. All new starters must complete the following on-line courses within 2 weeks of commencing their employment: -

- Safeguarding training
- Prevent Training
- Equality and Diversity
- Health & Safety and Fire Safety
- Received and have read the latest available version of 'Part One:

Safeguarding Information for all Staff' as appearing in Keeping Children Safe in Education 2019 and will be asked to sign and date the electronic HR register to confirm that they have done so.

It is also the **responsibility of the line manager** of every new member of staff, to confirm the completion of this training, prior to confirming their appointment, at the end of their probationary period.

Failure to comply with these responsibilities will be a serious matter which may lead to disciplinary action.

Existing Staff and Training

All existing staff must have completed their mandatory Safeguarding and Prevent training with refresher training **attended annually**, during the agreed CPD days. In addition, staff will also receive regular updates via email, meetings, or bulletins to keep their skills and knowledge up to date.

Information sharing

- Guidance is available on **SharePoint** to support tutors and assessors in understanding issues around sharing information about young people and vulnerable adults – Pupil and Apprentice Confidentiality Policy. It is also included in the staff induction handbook.
- All sharing of information must comply with the new General Data Protection Act (2018).

Information sharing

We will comply with all information sharing requirements and uphold the integrity of the process and remember that:

- Data Protection is not a barrier to such cases.
- To be open and honest about what we will do with the information.
- Seek advice from appropriate professionals.
- Share with consent but do not let ‘no consent’ prevent us from sharing information.
- Always consider the safety and well-being of the pupil.
- Necessary, proportionate, relevant, accurate, timely and secure information is used.
- Keep a record of events.

Delivery Training and assessment team

- Pupils or apprentices at risk of not completing their course or training programme are deemed to be ‘at risk’ – this does not infer a risk of physical danger but relates to being at risk of dropping out of their course/training programme or failing in a timely way.
- Assessors should ensure that all functional skill staff in contact with the pupils and apprentices knows that they are ‘at risk’ and the commercial and training managers and the welfare support team are also informed.
- Appropriate support and intervention strategies can therefore be put in place to maximise their opportunity for success.

Where staff are not clear of strategies for managing 'at risk' pupils, it is their responsibility to seek support and to undertake appropriate training to address their skills need through the **Director of Teaching, Learning and Assessment**.

Tutorial support responsibilities for all delivery staff including Tutors, Assessors and Trainers

All the above staff are responsible for ensuring the safety and wellbeing of all pupils. All staff have a specific responsibility for the safeguarding of their pupils within their case loading cohort which is in line with their job role and as such they should ensure that: -

Tutors/Trainers and Assessors know their pupils through:

- Examination of application, recruitment, and enrolment documentation i.e., Support requirements, EHCP (Education Health Care Plans), prior achievement, etc.
- Understand the impact of the initial assessment results and how to support and plan learning based upon their pupils or apprentices starting points.
- Recognise behaviour and individual character traits through the assessment of the occupational skill scans, learning styles, trade tests, Cogn Assist screening to identify any learning support and sector-specific core behaviours to help plan and support learning.

Tutors/Trainers and Assessors to ensure that the following is in place in response to the above: -

- Recommendation for change of course/training programme, if appropriate.
- Additional Learning Support via Cog assist diagnostic screening.
- Language, literacy or numeracy, English, and maths diagnostic screening.
- Referral to the Learning Support service.

Tutors and Assessors

Tutors/Trainers and Assessors to ensure that pupils and apprentices are fully supported by: -

- Informing all teaching and assessment staff of the support needs within the learning environment or workplace environment.
- Ensuring that support mechanisms are effectively supporting learning and assessment.

Pupil Induction (and late enrolment)

All pupils **must have** Safeguarding and Prevent training included in their Induction Programme and are made aware of: -

- Training policies related to Safeguarding and Prevent.
- Their responsibility for their own and others' safety.
- The requirement to wear ID always when on training sites.

- How to report any instances related to Safeguarding, Child Protection or Radicalisation or contact with extremist groups.
- Given full details of the Safeguarding team.

Managing late enrolment or pupil is starting late

All pupils starting their course or training late **must be** provided with a detailed induction which **must include** Safeguarding and Prevent

The role of the Designated Safeguarding and Prevent Lead Officers (DSPLO's)

All Designated Safeguarding and Prevent Lead Officers will undertake training on inter-agency working and refresher training at least **every two years**, (or as and when legislative changes occur) to keep their knowledge and skills up to date.

The deputy Designated Safeguarding and Prevent Lead Officers will support the lead Designated Safeguarding and Prevent Lead Officers within their role and will deputise when the Designated Safeguarding and Prevent Lead Officers are not on site.

DSPLO's Key responsibilities

Designated Safeguarding and Prevent Lead Officers will act as the source of support, advice and expertise on safeguarding and prevent issues, and are responsible for dealing with allegations or suspicions of abuse. They have all attend the designated safeguarding lead training and will be responsible for liaising with senior staff and other colleagues where necessary and will also be responsible for making referrals to external agencies.

Designated Safeguarding leads are always available (during school or college hours) for staff in the school to report or discuss any safeguarding queries or concerns.

Other aspects of their role include:

- obtaining information from staff, volunteers, pupils, employers, or contractors who have expressed concerns relating to safeguarding and prevent matters and will record this information.
- For assessing the information promptly and carefully and for requesting further information, where appropriate.
- For consulting with the relevant local safeguarding children boards and adult safeguarding teams, to clarify doubts or any concerns that they have and to ensure consistency and integrity of the safeguarding and Prevent processes and systems.
- For making referrals to statutory child protection agencies i.e. Through the Multi Agency Safeguarding Hub (MASH) or the Police without delay and working in full cooperation with external agencies as and when required to do so.
- For appropriate records of any safeguarding or preventing referrals, complaints, or concerns (even if that concern does not lead to a referral) and for reporting on these matters.
- For ensuring that employers/parents are aware of the Safeguarding and Prevent Policy.
- For working with external agencies and organisations to ensure pupils and staff are kept safe.

- For working with the Human Resources department to ensure that staff receive appropriate safeguarding and prevent training along with regular updates and that all staff are aware of the safeguarding and prevent procedures.

Additionally, the Designated Safeguarding and Prevent Leads Officers will:

- convene regular operational meetings to ensure coherence, integrity and the monitoring of the safeguarding and prevent processes.
- work closely with Human Resources and the Operational teams to ensure that policies and procedures comply with legislation and are up to date.
- work with the local Youth Offending Services and the Probation Services (where appropriate) to ensure that applications from offender pupils are risk assessed, prior to starting their training.
- ensure that the Safeguarding and Prevent Policy is submitted to the Board of Governor's for approval and are signed-off on an annual basis.
- provide an annual report to the Board of Governors, setting out how the Company is discharging its safeguarding and prevent duties.
- alert the Managing Director and the Board of Governor's to any identified deficiencies in procedure or policy at the earliest opportunity.

The Headteacher will retain ultimate lead responsibility for the arrangements and the procedures for handling individual cases.

Governance responsibilities

The Managing Director has overall responsibility for ensuring that:

- the Safeguarding and prevent policy and procedures are fully implemented and followed by all staff within LLSOM.
- designated Safeguarding and Prevent Lead Officers have sufficient time and resources to carry out their roles.
- all staff feel able to raise concerns about the safety of pupils, staff, volunteers, and contractors and that such concerns are dealt with sensitively, effectively and in a timely manner.
- Board of Governors and staff receive regular safeguarding and prevent training and updates.

As set out in Keeping Children Safe in Education 2019, company governance is responsible for ensuring that: -

- The Company complies with its duties under the legislation.
- An appropriately senior safeguarding lead is appointed.
- Appropriate policies and procedures are in place and that the Safeguarding Policy is updated annually and is available to the public.
- Arrangements are in place for children who go missing from education (if appropriate).
- The Company contributes and promotes inter-agency working in line with the statutory guidance identified in the 'Working Together to Safeguard Children 2018' document.

- Safeguarding arrangements consider the best practice and the practice of the relevant local authorities.
- Information sharing between agencies is appropriately facilitated.
- all members of staff have enhanced DBS checks and have undertaken safeguarding training at induction and attended updated events on a regular basis thereafter.
- Enable staff to contribute to and shape the safeguarding and prevent arrangements.
- appropriate filters and monitoring systems for online safety are in place, including sexting.
- pupils are taught about safeguarding, including whilst online, through teaching and learning opportunities, as part of a broad and balanced learning programme.
- there are processes in place for ensuring the safe recruitment of staff and for dealing with allegations of abuse against members of staff.
- the pupil's wishes and feelings are considered in determining action and support.
- there is an External Guest Speaker and Visitors Policy in place.

Safeguarding pupils who are vulnerable to radicalisation

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people, and families from violent extremism. There has been several occasions, both locally and nationally, in which, extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

LLSOM values freedom of speech and the expression of beliefs and ideology as Fundamental rights underpinning our society's values. Both pupils and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Under the Equality Act 2010, we ensure that pupils are not unlawfully discriminated against based on their protected characteristics. Where proportionate and appropriate, we take positive action, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. We are also conscious that pupils with protected characteristics may be more at risk of harm.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activities in the support of terrorism. The normalisation of extreme views may also make young people and adults vulnerable to future manipulation and exploitation. *LLSOM* is clear that this exploitation and radicalisation should be viewed as a Safeguarding concern and that protecting children from the risk of radicalisation is part of the company's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are contained in **appendix 5**.

LLSOM seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo- Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

Risk Reduction

The CEO, Managing Director along with the Designated Safeguarding Leads will assess the level of risk within the company and put actions in place to reduce that risk. Risk assessment may include consideration of the curriculum, the use of premises by external agencies, anti-bullying policy and other issues specific to the company's profile.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends, and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is contained in Appendix 5.

LLSOM, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the Designated Safeguarding Leads detailed on **page 7** of this policy document.

We will monitor online activity with the company to ensure that inappropriate sites are not accessed by pupils or of staff. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding and Prevent Lead.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship, or drug /alcohol issues.

Channel

is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity? It aims to: -

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

An individual's participation in the programme is entirely voluntary at all stages.

We have a duty to cooperate with the Channel programme in the carrying out of its functions and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools and FE Colleges on the [Prevent Duty](#).

Section Two: Reporting Procedures:

Reporting Concerns

Safeguarding and Prevent concerns should be reported to a Designated Safeguarding and Prevent Lead Officer. In cases of serious safeguarding issues or concerns about radicalisation, it may be appropriate to report these directly to the Senior Group Partners.

Managing a disclosure

If a pupil says they want to discuss something serious with you but seeks your assurance that you will keep it confidential:

You should explain that you **cannot promise** to keep it confidential as you may need to seek further support and guidance and have a duty to report it to others who will be able to help and support. However, it will be on a need-to-know basis.

If the pupil then decides they do not wish to tell you:

If the pupil or the apprentice does not wish to continue, they should be encouraged to access support. This could be from a member of the Safeguarding team or via pupil welfare or referral to an external counsellor. **See annex No 1** for a list of referral agencies.

If you are left feeling worried or seriously concerned about the pupil, you should report these concerns to a member of the Safeguarding and Prevent Team.

Making a referral

You should: -

- Ensure that the pupil is not in **any immediate danger**. Staff will seek medical attention if the pupil is suffering from a severe injury; medical support must be sought as a priority.
- Write down what the pupil told you **immediately** using the pupil's own words, including the time, the setting, and names of those present and give this immediately to a member of the Safeguarding and Prevent Team. This should include the basic facts of the allegation, information about any visible injuries, the pupil's preferred course of action and their contact details.

(Please use the safeguarding proforma which can be found in annex No 2 and can also be located on SharePoint under safeguarding).

- You must sign, time and date the account.
- Inform the pupil that you must pass the information on, but that, only those who need to know, will be informed.
- Assure them that they will be kept informed of all the developments.
- Inform the pupil or apprentice that a member of the Safeguarding Team will contact them.

Disclosure made by a parent or an employer:

If the disclosure is made by a parent/guardian/carer or employer, you should follow the same procedure and refer them to a member of the Safeguarding and Prevent Team.

Individual staff should **never** deal with disclosures in isolation and should always refer to a member of the Safeguarding and Prevent Team who has responsibility to lead on the issue.

Referrals:

The Designated Safeguarding and Prevent Lead Officer will usually decide whether to make a referral to Social Services or the Police, but it is important to note, that **any member of staff can refer their concerns directly** to either Social Services or the Police, especially if the Safeguarding Team are unavailable.

Please note should any member of staff refer directly, they **MUST** at the earliest opportunity discuss the referral with the Designated Safeguarding and Prevent Lead Officer.

Once a referral is made to a member of the Safeguarding and Prevent Team, they will undertake the following: -

- The member of the Safeguarding and Prevent Team will make an initial assessment of the allegation; consult with the staff involved and the Designated Safeguarding Lead as appropriate. This will usually involve speaking to the pupil at the earliest opportunity.
- The pupil or apprentice will be asked to repeat the disclosure that they have made. A written account will be made of the disclosure and context and the pupil will be asked to sign and date it.
- If the pupil or apprentice wishes to take the allegation forward, the Designated Safeguarding and Prevent Lead will support the pupil in contacting Social Services, the Police, Child Abuse Investigation Team, the Forced Marriage Unit, the NSPCC and or any other appropriate, agencies, as necessary.
- When a pupil is not sure about taking the allegation forward, the Designated Safeguarding and Prevent Lead can, without necessarily identifying the person in question, discuss concerns with Social Services or the Police, so that an informed decision can be reached.

Following consultation, the Designated Safeguarding and Prevent Lead will ask for the pupil's views, to check if they can understand the significance and consequences of a referral to an external agency. However, it remains the responsibility of the Designated Safeguarding and Prevent Lead to take whatever action is necessary to ensure the pupil or apprentice is safe and is not at risk.

This may, on occasions, involve a **referral against** the wishes of the pupil or apprentice involved.

If appropriate, concerns may need to be discussed with a parent or guardian unless it places the pupil or apprentice at risk of further harm. The pupil's view will also be considered in deciding whether to contact their parent/guardian.

A written record will be made of any discussion with parents or guardians.

In the event of a referral, the Designated Safeguarding and Prevent Lead should inform the pupil of the proposed action and the reasons for the decision. Ideally this should happen before the appropriate agency is informed, unless doing so would place the pupil /apprentice at greater risk of further harm.

Contacting Social Services or the Police

- The Designated Safeguarding and Prevent Lead will contact the Social Services Department of the appropriate local authority by telephone and record the date and time that this takes place.
- The Designated Safeguarding and Prevent Lead will agree with the recipient of the referral what the pupil and parents will be told, by whom and when. The Designated Safeguarding and Prevent Lead will make a confirmation of the referral in writing within **24 hours**.
- All concerns, discussions, decisions made and reasons for those decisions will be recorded.
- Written records will be kept confidential in a securely locked location and in accordance with the Data Protection Act. However, where the police are involved, then such records may need to be disclosed.
- A Designated Safeguarding and Prevent Lead will be the contact if Social Services or the Police require further information about the pupil, and if necessary, represent the Company at multi-agency strategy discussions or child protection conferences.

There may be instances where more than one member of the Safeguarding and Prevent Team may be involved in a specific disclosure. On occasions they may be required to work collaboratively to deal with a case, (if required to do so).

Safeguarding Concerns

If you have concerns about a safeguarding matter

Fig. No 1

If a young person has made a disclosure or you are concerned or unsure of what action to take, please contact:	DSL – Deborah Hewitt 07496 233453
If a young person/adult is in immediate risk call the Police	POLICE 999
To raise concerns and ask for advice about extremism	PREVENT DUTY 112 or 020 7340 7264 Email counter.extremism@education.gov.uk
Child Exploitation Online Protection (CEOP)	08700003344
To make a referral to the Multi Agency Safeguarding Hub (MASH) Team	https://www.northamptonshire.gov.uk/councilservice/s/children-families-education/help-and-protection-for-children/Pages/report-a-concern.aspx Or call 0300 126 1000 For out of hours call - 01604 626938

Procedure for managing allegations against a member of staff

All allegation against a staff member (including a volunteer or supply staff) must be reported to the Senior Safeguarding and Prevent Lead Officer as soon as a member of staff is aware of an allegation. We have a legal duty to report concerns within **one working day** to the Local Authority Designated Officer/Person. The member of staff may be suspended if it is considered that they or anyone else is at risk, or, if there is a good reason to believe the continued attendance of the member of staff cannot be permitted. Suspension is a neutral act and does not imply guilt, and the suspension will be reviewed on a weekly basis. Allegations against staff, unless found to be vexatious or malicious, will be kept on file until normal retirement age or ten years, whichever is longer.

The staff code of conduct will provide full details of the standards and expectations laid down for staff, some specific safeguarding expectations and standards can also be found in **annex No 2** (attached).

We are clear that LLSOM always learn the lessons from any cases of allegations, not just including those that are concluded and found to be substantiated.

Receiving and recording allegations

The allegation should be reported immediately to the **CEO for LLSOM**, the named designated safeguarding lead for staff, unless the CEO is the person against whom the allegation is made, in which case the report should be made and referred to **social services and/or the Police** within **the region** that it has occurred within **one working day of the allegation being made/received**.

This is in relation to allegations that might indicate a person will pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The Head Teacher may delegate responsibility to a Designated Safeguarding and Prevent Lead Officer who should: -

- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Designated Safeguarding and Prevent Lead Officer.
- Record key information such as times, dates, locations, and names of potential witnesses.
- Carry out an initial assessment of the allegation (after consulting with the appropriate Safeguarding Children Board and or Local Authority Designated Officer (LADO or Person)).
- Where the allegation is either a potential criminal act or indicates that the person has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the relevant Safeguarding Children and Adults Board and the Police.
-

It is important that the CEO for LLSOM **does not** investigate the allegation.

The initial assessment should be made based on the information received and should result in a decision whether the allegation warrants further investigation.

In certain cases, the allegation may represent inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the pupil or employee. In such cases the matter should be addressed in accordance with the Staff Disciplinary Procedures. In other cases, the allegation may be able to be shown to be false because the facts alleged could not be true.

Enquiries and Investigations

Any internal enquiries shall comply with the existing staff disciplinary procedures.

If there is an investigation by an external agency. For example, the police, the CEO for Scope Services or senior Designated Safeguarding and Prevent Lead will normally be involved in and contribute to, the inter-agency planning discussions.

The **Senior Designated Safeguarding and Prevent Lead** is responsible for ensuring that the company assists with all the agency's enquiries. They will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

The member of staff will be advised of their right to consult with a representative, (e.g. an accredited trade union representative, etc).

Suspension of Staff

Suspension should not be automatic and may be considered at any stage of the investigation.

Any decision to suspend a member of staff will be carried out in line with the Staff Disciplinary Policy.

The CEO for LLSOM shall consider carefully who is informed of the suspension and investigation.

The Safeguarding Children Board and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

The suspension should remain under review in accordance with the Staff Disciplinary procedures. The person making the allegation (and if under 18, their parents) should be informed of the outcome of the investigation and proceedings.

The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with Staff Disciplinary Policy.

Unsubstantiated, malicious, or false allegations

False, malicious, or unsubstantiated allegations may be indicative of problems of abuse elsewhere.

A record should be kept, and consideration given to a referral to the Safeguarding Children Board in order that other agencies may act upon the information.

In consultation with the CEO for LLSOM, the managing Director and Human Resources we shall: -

- inform the member of staff against whom the allegation is made orally and in writing that no further action will be taken, consider offering counselling and support.

- inform the parents or carers of the alleged victim of the outcome, (where the victim is under the age of 18).
- prepare a report outlining the allegation and outcome of the investigation and the actions to be taken.

Resignations

If, during an investigation relating to safeguarding, an employee tenders his or her resignation, the allegations will still be investigated in accordance with the procedures.

Duty to refer to the Disclosure and Barring Service

If it is believed that a person has "caused harm or poses a future risk of harm to vulnerable groups, including children" a referral about the person should be made to the Disclosure and Barring Service (DBS).

The Home Office further states that "an employer or volunteer manager is breaking the law if they knowingly employ someone in a regulated activity with a group from which they are barred from working".

In addition, a "barred person" is breaking the law if they seek, offer, or engage in regulated activity with a group from which they are barred from working, whether paid or voluntary.

There is an additional responsibility for the Company if they are referring a teacher/tutor/trainers to the Disclosure and Barring Service. It should also be considered, (if appropriate) to refer the case to the Teaching Agency, who are responsible for regulating teachers in cases of "serious misconduct".

Support for staff

We are aware that safeguarding cases can be distressing and that staff who have been involved may find it helpful to talk about their experiences, in confidence, with one of the Designated Safeguarding and Prevent Lead Officers or with a trained counsellor.

Staff wishing to be referred for counselling should contact Human Resources for welfare support. Staff who are members of a Trade Union or Professional Association should seek advice and support from their representative.

Remember the Seven Golden rules for Information Sharing

1. Data Protection is not a barrier.
2. Be open and honest about what you will do with the information.
3. Seek advice from appropriate professionals.
4. Share with consent but do not let 'no consent' prevent your sharing.
5. Always consider child's safety and wellbeing e.g. Will telling parents put a child or vulnerable adult at further risk?

6. Necessary, proportionate, relevant, accurate, timely and secure.
7. Keep a record.

Information Sharing Guidance 2015

Section Three:

Child Protection

As an organisation, it is our duty in education to protect children in our care and make the relevant steps to safeguard and protect all pupils.

If a child is suffering, or likely to suffer, significant harm the local authority may make them the subject of a child protection plan (in England) or add them to a child protection register (in Northern Ireland, Scotland, and Wales).

LLSOM takes its responsibility for this extremely seriously and follows all guidance under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. The School is also committed to working together as part of a multi-agency approach to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm.

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility, including temporary staff, volunteers, and governors. All staff have a full and active role to play, as part of the wider safeguarding system for children, in protecting our pupils from harm. Our pupils are at the centre of all we do, and child welfare is our paramount concern.

In relation to children and young people, safeguarding and promoting children and young people's welfare is defined in the Children Act and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children (2019)* as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

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

It is also important to consider barriers that exist in identifying abuse e.g., pupils with SEND (Special Educational Need or Disability) may struggle to differentiate and disclose. These barriers may include:

- Assumptions that are indicators of abuse such as behaviour, mood and injury relating to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs

- Communication barriers and difficulties in overcoming barriers.

Child Protection Conference

In some circumstances, all professionals involved with a child will be expected to support statutory agencies and provide information relating to the welfare of a child and how to support a child/children and their parent/s or carer/s. One such example is at a child protection conference. There may be circumstances where Progress Schools Ltd may be asked to participate in Child Protection processes pursuant to the Children Act 1989.

Children's Services will convene an Initial Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of LLSOM in respect of individual children. Usually, the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and template report provided by the Local Safeguarding Children Board. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional, and intellectual development and the child's presentation at school. To complete such reports, all relevant information will be sought from staff working with the child.

Clearly child protection conferences can be upsetting for parents. We recognise that we may have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Definition and Indicators of Abuse

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

Types of Abuse

Abuse is a form of maltreatment of a child.

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

Working Together to Safeguard Children 2018 defines four main types of abuse: -

- Physical
- Emotional
- Sexual and
- Neglect

Adult type of abuse could also be subjected to: -

- Domestic Violence
- Physiological or emotional abuse
- Financial or material abuse
- Modern Slavery
- Discriminatory abuse
- Organisational or Institutional abuse
- Peer on Peer abuse
- Abuse of Trust
- Discriminatory and institutional abuse
- Coercive Control

Some signs and symptoms can be found in **annex No 3** (attached).

Physical or Domestic Violence 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. Domestic abuse can be emotional, financial, sexual, psychological, or bodily. Children can become impacted by domestic abuse through hearing, witnessing, or experiencing its repercussions, as well as through their own close relationships.

Emotional or Physiological 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 as far 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 adult to take part in sexual activities, not necessarily involving an elevated level of violence, whether 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 or acts of omission

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 because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Self-neglect is a behavioural condition in which an individual neglects to attend to their basic needs, such as personal hygiene, appropriate clothing, feeding, or tending appropriately to any medical conditions they have.

The 3 warning signs of self-neglect most often cited are:

- Signs of poor personal hygiene/not bathing or taking care of hair and nails.
- Poor medication management or refusing to take medications.
- Signs of dehydration, malnutrition, or other unattended health conditions.

Modern slavery is the recruitment, movement, harbouring or receiving of children, women or men using force, coercion, abuse of vulnerability, deception, or other means for the purpose of exploitation. Examples of modern forms of slavery can include debt bondage, where a person is forced to work for free to pay off a debt, child slavery, forced marriage, domestic servitude and forced labour, where victims are made to work through violence and intimidation.

Discriminatory Abuse

Discriminatory abuse exists when values, beliefs, or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of any form of abuse of an adult, but can also be motivated because of age, gender, sexuality, disability, religion, class, culture, language, race, or ethnic origin. It can result from situations that exploit a person's vulnerability by treating the person in a way that excludes them from opportunities they should have as equal citizens. For example, education, health, justice and access to services and protection. The Social Care Institute of Excellence (SCIE) list the following types of discriminatory abuse:

- Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, or sexual orientation (known as 'protected characteristics' under the Equality Act 2010).
- Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic.
- Denying access to communication aids, not allowing access to an interpreter, signer, or lip-reader.
- Harassment or deliberate exclusion on the grounds of a protected characteristic.
- Denying basic rights to healthcare, education, employment, and criminal justice relating to a protected characteristic.
- Substandard service provision relating to a protected characteristic.

Hate Crime

A Hate Crime is any behaviour that someone thinks was caused by hostility, prejudice, or hatred of:

- Disability (including physical impairments, mental health problems, learning disabilities, hearing, and visual impairment)
- Gender identity (includes people who are transgender, transsexual, or transvestite)
- Race, skin colour, nationality, ethnicity, or heritage
- Religion, faith, or belief (including people without a religious belief)
- Sexual orientation (people who are lesbian, gay, bisexual, or heterosexual)

Organisational or institutional abuse

Organisational or institutional abuse is the mistreatment of people brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service, or organisation. Indicators of institutional abuse may be: -

- No flexibility in bedtime routine and/or deliberate waking.
- People left on the commode or toilet for extended periods of time.
- Inappropriate care of possessions, clothing and living area.
- Lack of personal clothes and belongings.
- Un-homely or stark living environments.
- Deprived environmental conditions and lack of stimulation.
- Inappropriate use of medical procedures e.g., enemas, catheterisation.
- Inappropriate use of power or control.

Abuse of Trust

All staff need to know that inappropriate behaviour with or towards children is unacceptable.

Under the Sexual Offences Act 2003, it is an offence for a person over 18 (e.g., teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not instruct the child.

CSE and CCE

All staff should be aware of CSE and CCE. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse 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. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are: -

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes, or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology.
- Having unexplained contact with hotels, taxi companies or fast-food outlets.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but not be limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should also be aware that behaviour linked to such as drug taking, alcohol abuse, truancy and sexting put children in danger.

Forced Marriage

A forced marriage takes place when the bride, groom or both do not want to get married but are forced to by others, usually their families. People forced into marriage may be tricked into going abroad, physically threatened and/or emotionally extorted to do so.

Female Genital Mutilation (FGM)

Female genital mutilation comprises of all procedures involving the partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons.

There are diverse types of FGM, ranging from a symbolic prick to the vagina to the extensive removal and narrowing of the vagina opening.

Cyber-Bullying and online safety

"Cyber-bullying" is when a person is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person using the Internet, interactive and digital technologies, or mobile phones. As the school will be increasingly working online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

Radicalisation

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their ideology.

Honour based abuse

Honour based abuse, including 'honour killings,' is a type of abuse that is carried out in communities that have strong perceptions of 'honour' and 'shame.' Individuals may be seen to bring shame onto the family if they behave, or it is rumoured that they have behaved, in a way which the family or community disapproves of. This may include having a 'non-arranged' relationship, having a relationship with someone of a different faith, dressing inappropriately, refusing an arranged marriage, leaving a marriage or being gay.

The concept of honour and shame can lead families to perpetrate honour-based abuse such as keeping victims locked in the house, sending them abroad, forced marriage, assaults and murdering them – resulting in honour-based killing. Speaking out against honour-based abuse is extremely difficult as the perpetrators are often the victim's extended family and loved ones, who they do not wish to feel the force of the law.

Financial or material abuse

Financial abuse can also be when the perpetrator is spending money needed to maintain the home on themselves and may continue after a relationship has ended.

Money can be an immensely powerful method for a perpetrator to exert control. Financial abuse may include: - Taking money from the person; not allowing them access to shared money; making them account for everything spent; making them beg for money; causing them to lose, or forcing them to give up, employment; forcing them to commit crimes for money; not allowing them to buy necessities, for themselves or their children, including sufficient food.

Appendices

Appendix No 1 - Referral Agencies and Support

Police	999
The Police-None-emergency No	101
Anti-Terrorism Hotline	0800789321
Crime stoppers	0800555111
Child Exploitation and Online Protection Centre (CEOP)	http://www.thinkuknow.co.uk/ 0870 000 3344
Child and Family Consultation Service	http://www.there4u.info/index.html
NSPCC Helpline	https://www.nspcc.org.uk/ 0808 800 5000
NSPCC Whistleblowing Helpline	help@nspcc.org.ok 0800 028 0285
Internet Watch Foundation	https://www.iwf.org.uk/
Social Care link for Safeguarding Concerns	https://www.gov.uk/report-child-abuse-to-local-council

Appendix No 2 - Safeguarding and Prevent Referral Form

Part 1: For Staff use

Person Name:	Date of Birth:
Date & Time of Incident:	Date & Time of drafting the report:
Record the details Record the following factually: What are you worried about? Who, what (if recording a verbal disclosure by a person, use their words) Where? When (date and time of incidence) How has this been discovered? Any witnesses?	
What is the person's account/perspective?	
Any other relevant information? (Distinguish between fact and opinions). Previous concerns, etc.	
Is the risk to this person or is the risk to another person? Please give details.	
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.	
Signature:	
Date:	
Print Name:	

Part 2: To be used by the Designated Safeguarding and Prevent Lead Officer

Questions	Responses
Date and Time of information received and from whom.	
Any advice sought-if required (date, time, name, role, organisation, and advice given).	
Action taken (referral to safeguarding board, Channel, etc.) with rationale. Please note time, date, names, and what information has been shared with whom and when etc.	
Parents informed? Yes/No.	
Outcome Record names of individuals/agencies who have given information regarding the outcome of the referral (if made).	
Any other comments	
Signature:	
Date:	
Print Name:	

Part 3: Designated Safeguarding and Prevent Lead Officer's log

Full Name:	DOB:	Gender:	Ethnicity:
Site:	Any Additional Needs:		
Home Address:		Telephone:	
		Alternative Contact No:	
		Email Address:	
Any other safeguarding records held in relation to this person, or a person intricately connected to him/her?	Yes or No? If yes, please provide details.		
What are the risks to the person or to others?			
Members of the household:			
Name	Relationship	DOB/Age	Tel No
Are there any significant others (relatives, carers, friends, etc)?			
Name	Relationship to the person	Tel No:	Address:

Appendix No 3 - Safeguarding conduct of Staff

We recognise that it is not practical to provide definitive instructions that would always apply to all situations when staff meet children or vulnerable adults and to guarantee the protection of all involved.

Set out below are the standards of behaviour required of staff to fulfil their roles.

This code should assist in the protection of children, vulnerable adults, and members of staff.

These guidelines also apply to volunteers who work in an unpaid capacity, visitors, and contractors and so on.

Staff must: -

- Always implement this protocol.
- be always aware of the potential risks.
- take all reasonable protective measures when interviewing pupils (such as, ask another person to be present and sit in a room where it is possible to be observed).

Staff must never:

- engage in a personal relationship with a pupil, beyond that appropriate for a normal pupil relationship.
- allow or engage in inappropriate touching of any kind. The main principles of touch are touch should always be in response to the pupil's need, i.e., Crying etc, touch should always be appropriate to the age and stage of development of the pupil; touch should always be with a pupil's permission.
- engage in rough, physical games including horseplay with pupils.
- do things of a personal nature for pupil's that they can do for themselves or that their parent can do for them.
- physically restrain a pupil unless the restraint is to prevent physical injury of the pupil/other young people/visitors/staff or yourself. In all circumstances physical restraint must be appropriate and reasonable, otherwise the action can be defined as assault. There is no legal definition of "reasonable force."
- make sexually suggestive comments to, or within earshot of, a pupil.
- have a pupil on their own in a vehicle. Where circumstances require the transportation of a pupil in a vehicle, another member of staff or volunteer must travel in the vehicle.
- It is also essential that there is adequate insurance for the vehicle to cover transporting pupils as part of the business of your work.
- In extreme emergencies (for medical purposes) where it is required to transport a pupil on their own, it is essential that another teacher and the parent are notified immediately.

- take a pupil to the toilet unless another adult is present, or has been made aware, or as set out in the pupil's personal support plan.
- spend time alone with a pupil on his/her own outside of the normal learning situation.

If you find you are in a situation where you are alone with a pupil, make sure that you can be clearly observed by others.

- Engage with a pupil by personal electronic means, e.g., Facebook, e-mail, text. Where such contact is professionally necessary, Company systems should be used.

Appendix No 4 - Definitions and indicators of abuse.

Signs & Symptoms of Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category.

Guidance on recognising signs and symptoms of can be found in Part A, Chapter 1, Section 1.1 of London Child Protection Procedures (2016). Also, Pupils with learning difficulties often exhibit some of these signs (e.g., Reluctance to get undressed for physical activities, constant tiredness), which are not necessarily signs of abuse but symptoms of their condition. However, it must also be remembered that disabled young people are 3 times more likely to experience abuse or neglect than non-disabled peers.

Neglect

Neglect is 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 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 caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist).

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately clad for the weather.
- Poor school attendance or often late for school.
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.

- Failure to achieve developmental milestones, for example, growth, weight.
- Failure to develop intellectually or socially,
- Responsibility for activity that is not age appropriate, such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school.
- The child is left at home alone or with inappropriate carers.

Physical abuse

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist).

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for sports.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.
- Self-destructive tendencies.
- Aggression towards others.
- Fear of physical contact - shrinking back if touched.
- Admitting that they are punished, but the punishment is excessive.
- Fear of suspected abuser being contacted.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving an elevated level of violence, whether 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist).

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example, anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for sports or swimming.
- Bruises or scratches in the genital area.

Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example, food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) because of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are: -

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity).
- Entering and/or leaving vehicles driven by unknown adults.
- Possessing unexplained amounts of money, expensive clothes, or other items.
- Frequenting areas known for risky activities.
- Being groomed or abused via the Internet and mobile technology.
- Having unexplained contact with hotels, taxi companies or fast-food outlets.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person.

It may involve serious bullying (including cyber bullying), 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist).

- The child consistently describes him/herself in extremely negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics, and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia.
- Soiling, smearing faeces, enuresis.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead.

Appendix No 5 - Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: -

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: -

The demonstration of unacceptable behaviour by using any means or medium to express views which: -

- Encourage, justify, or glorify terrorist violence in furtherance of beliefs.
 - Seek to provoke others to terrorist acts.
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff can recognise those vulnerabilities.
6. Indicators of vulnerability include: -
- Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - Unmet Aspirations – the pupil may have perceptions of injustice, a feeling of failure; rejection of civic life.
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
 - Special Educational Needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include: -
- Being in contact with extremist recruiters.
 - Family members convicted of a terrorism act or subject to a Channel intervention.
 - Accessing violent extremist websites, especially those with a social networking element.
 - Possessing or accessing violent extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantage.

- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour.
- Experiencing an elevated level of social isolation resulting in issues of identity crisis and/or personal crisis.

Prevent Violent Extremism

Roles and responsibilities

- Ensuring that staff are aware that you are the Designated safeguarding and prevent lead officer in relation to protecting pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism and protecting them from radicalisation by those who support terrorism or forms of extremism.
- Raising awareness about the role and responsibilities of the company in relation to protecting pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the curriculum or training to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the company about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the company for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel process.
- Attending Channel meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the regional Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

Appendix No 6 - Body Map Guidance for Staff

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual tutor/member of staff take photographic evidence of any injuries or marks to a young person or adult, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., Social Services or the Police. When you notice an injury to a young person or adult, try to record the following information in respect of each mark identified e.g., red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g., round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted because of the injury?
- Does the site of the injury feel hot?
- Does the young person or adult feel hot?
- Does the young person or adult feel pain?
- Has the child's body shape changed/are they holding themselves differently?

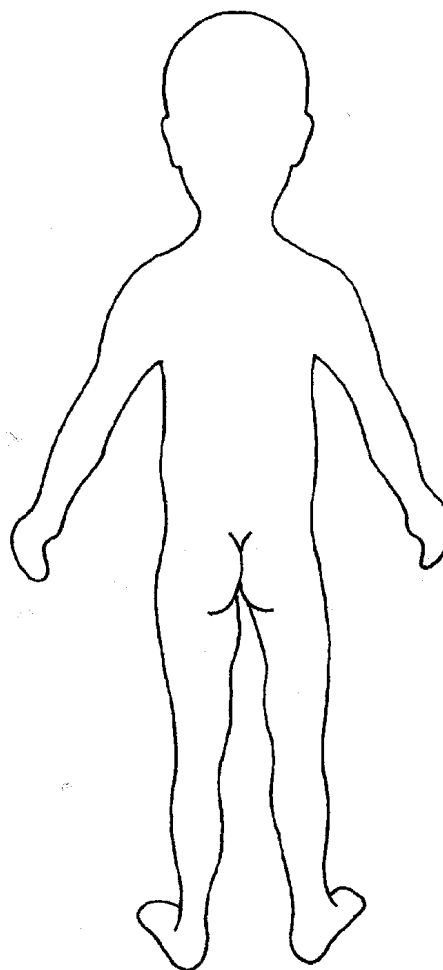
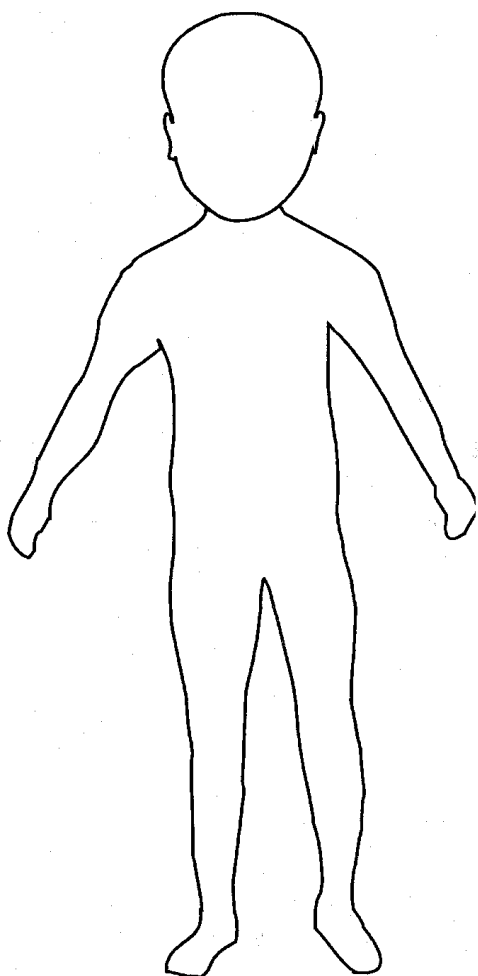
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

BODYMAP

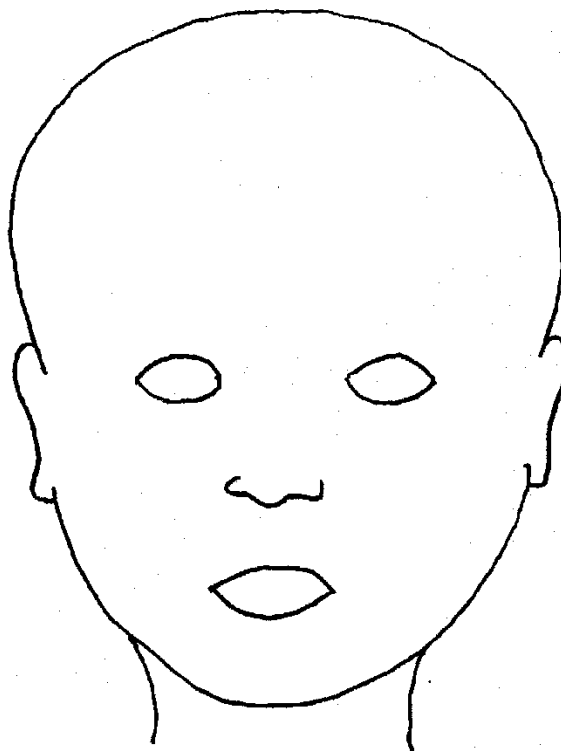
(This must be completed at time of observation)

Name of Person:		Date of Birth:	
Name of Staff:		Job title:	
Date and time of observation:			

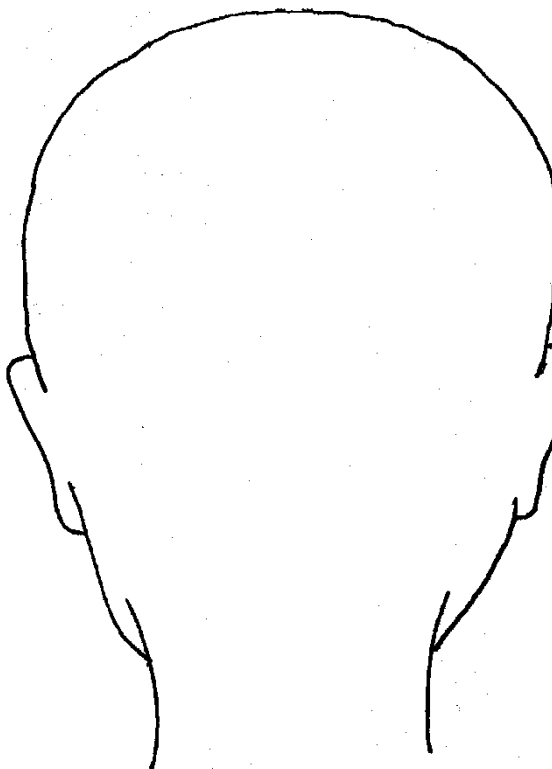


Name of
person: _____

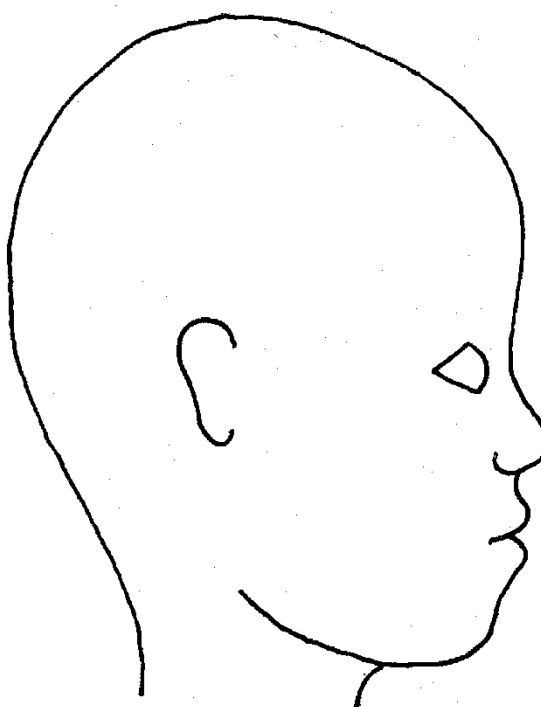
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observation: _____



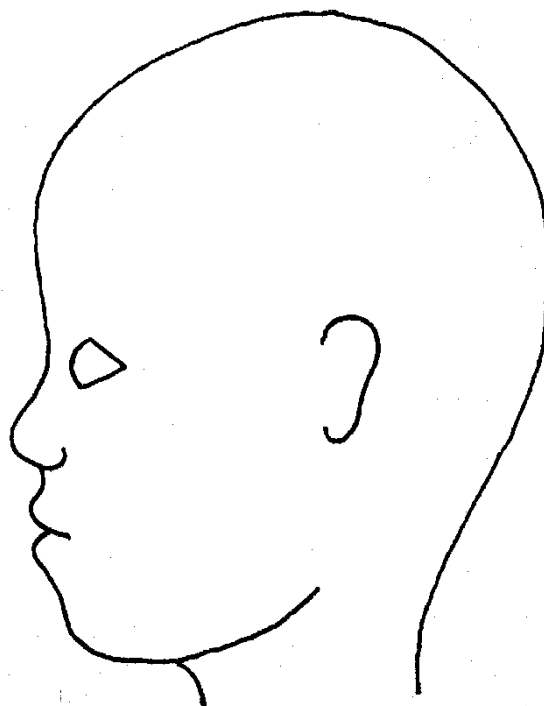
FRONT



BACK



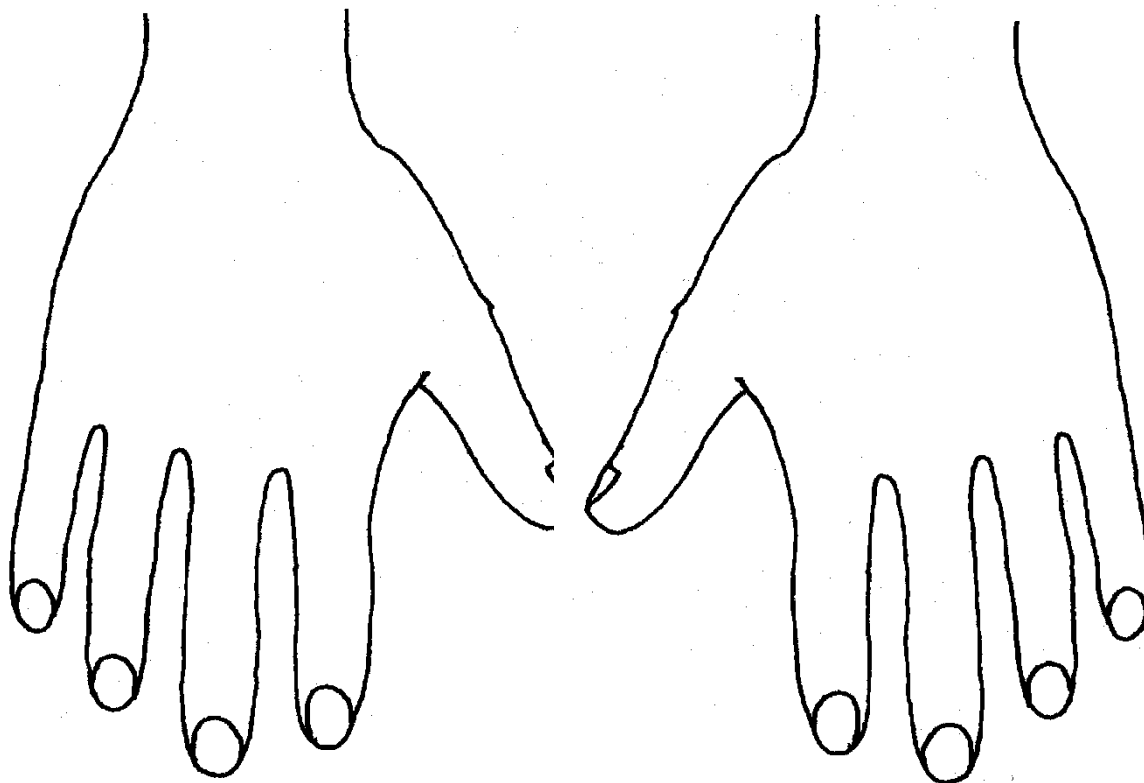
RIGHT



LEFT

Name of
person: _____

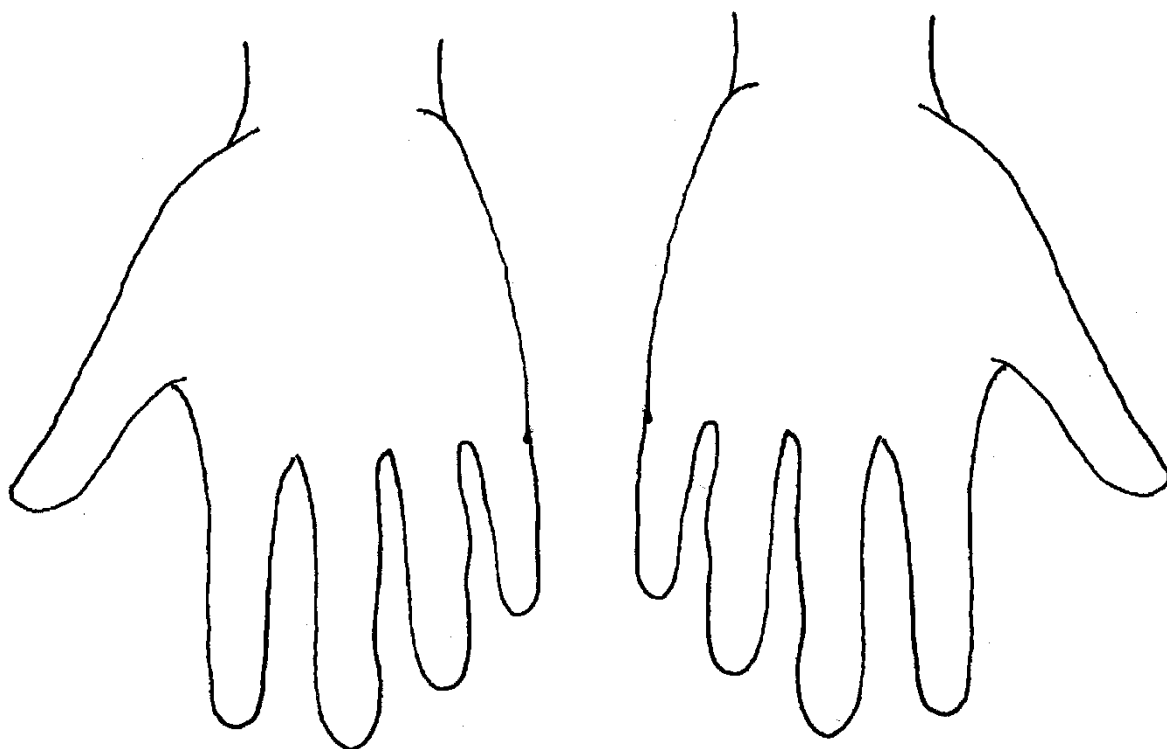
Date and time of
observation: _____



R

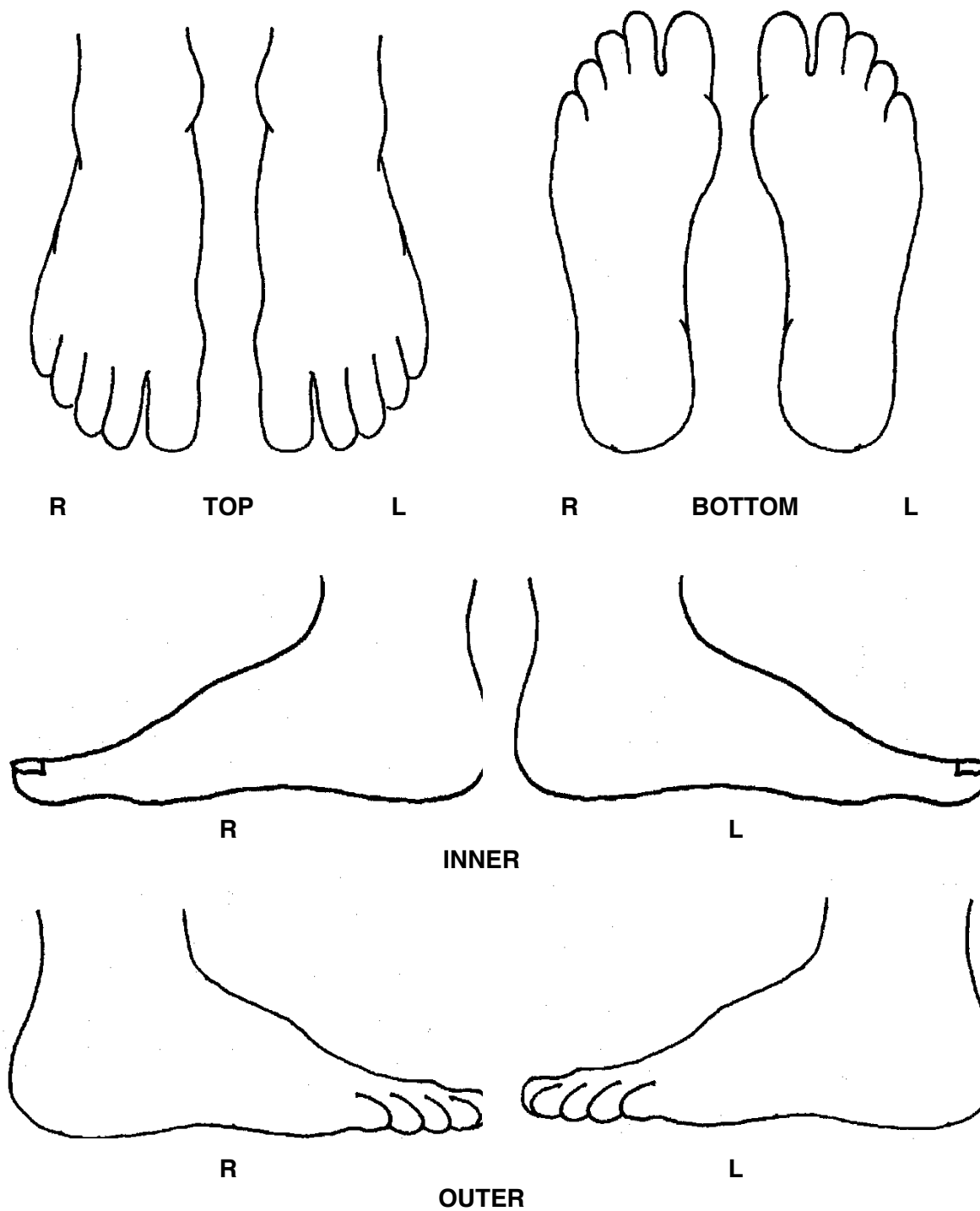
L

BACK



Name of
Person: _____

Date and time of
observation: _____



The following policies are also relevant to the school's safeguarding practices:

- Staff Code of Conduct;
- Staff Acceptable Use and Social Media Policy;
- Whistleblowing Policy;
- Safer Recruitment Policy;
- Behaviour Policy;
- Anti-bullying Policy;

- Online Safety Policy;
- Attendance and CMIE Procedure;
- Complaints Policy;
- Health and Safety Policy
- Data Protection Policy.

Date: September 2022

Name: Lisa Rose-Wyatt

Signature: *Lisa RoseWyatt*

Position: CEO at Lisa Lashes School of Music

Policy renewal date:
September 2023