SAFEGUARDING AND CHILD PROTECTION POLICY

Reviewed and Adopted by Mybe: September 2023 (KCSIE 2023 Update)
Date of Next Review: September 2024

MYBE AWARDS

Terms used in this document:

- **ALL** is noted as meaning - all staff and volunteers.
- DSL - Designated Safeguarding Lead.
- DDSL(s) - Deputy Safeguarding Lead(s).

SAFEGUARDING POLICY

We define safeguarding as being broader than 'child protection'. Safeguarding in our organisation confirms what we do for all children and young adults, applies across the whole organisation and is linked to our overall culture, ethos and the principles we follow in the organisation. Safeguarding in our organisation is child centred and ensures that at all times we work in the best interests of the child to ensure that organisation is a safe place for all of our children and young people to be.

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.

We define children and young people in our organisation as being children within the age ranges of 16-18.

As appropriate, to safeguard any young person who is over the age of 18 who continues to receive education in our organisation, we operate in accordance with local guidance and will report suspicions/concerns/allegations of abuse or neglect to the Durham Adult Social Care Team on 03000 267 979 or for children Durham First Contact on 03000 267979.

We accept and expect ALL in the organisation to understand that safeguarding is everyone's responsibility.

In the organisation we act in the best interest of all young people and ensure we take all reasonable steps to prevent them from harm. Having appropriate safeguards in place not only protects and promotes the welfare of children/young people, but also enhances the confidence of learners, staff, volunteers and parents/carers. Therefore, safeguarding arrangements should be considered in conjunction with the procedures outlined in Reference Document B.

LEGISLATION

It is imperative that all Organisations fully recognise the responsibility they have regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:

Section 175 of the Education Act 2002 states;
- organisations and Further Education (FE) institutions should give effect to their duty to safeguarding and promote the welfare of their learners.
- an authority or body shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child[1] protection responsibilities clear and places an obligation on organisations to ensure that these responsibilities are met in full.

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[1] Child means a person under the age of eighteen.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018), found [here](#) *(With amendments July 2022[1])* as:

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

In addition, **Keeping Children Safe in Education 2023[2]** outlines:

- *Safeguarding and promoting the welfare of children is everyone's responsibility.*
- *Organisations and their staff are an important part of the wider safeguarding system for children.*
- *Organisation staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.*
- *No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.*

<u>THE CHILD PROTECTION POLICY PRINCIPLES</u>

Our child protection policy demonstrates our commitment to safeguard children from harm. The essential inclusions within our child protection policy are outlined below:

Principles	- the welfare of the child is paramount. - we are clear on reference to principles, legislation and guidance that underpin the policy. - we are clear that the policy applies to ALL working with or supporting children within our organisation and ALL are clear on their role and responsibilities. - all concerns and allegations of abuse and exploitation (including abuse and exploitation and child on child) will be taken seriously by staff and volunteers and responded to appropriately - this may require a referral to children's social care First Contact service, the Police, other agencies as appropriate. - arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice. - referenced to all associated policies and procedures which promote children's safety and welfare e.g., with regards to health and safety, anti-bullying, protection of children online/online safety, mental health, peer to peer violence and abuse, behaviour, and procedures for those with special educational needs and disabilities (SEND).

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[1] Working Together guidance 2018 referred to throughout this document as' the current Working Together'.

[2] Keeping Children Safe in Education (September 2023) referred to as 'the current KCSIE'.

Equality of Application	• no child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs. • all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.
Up to Date	our policy is reviewed, approved and endorsed annually or when legislation changes, or as and when safeguarding arrangements or practice in organisation necessitates the need for an additional review.
Recruitment	we operate an effective safe recruitment, selection, and vetting procedure in accordance with Part Three of the current KCSIE and for all recruitment from September 2022, we include online searches as part of our process. Shortlisted candidates are informed that online searches may be done as part of due diligence checks.
Communication	children and parents/carers are informed of the policy and procedures and a copy of placed on the organisation website. Paper copies are available from the organisations office for those who cannot access the organisation website online.

CHILD PROTECTION PROCEDURES AND SYSTEMS

These are the procedures and systems which provide clear step-by-step guidance on what to do in different circumstances and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also in place to ensure implementation and compliance.

Our child protection procedures are linked to the Durham Safeguarding Children Partnership multi agency safeguarding arrangements.

Our procedures and systems include:

Responsibility	a named senior designated safeguarding lead (and deputies) with a clearly defined leadership role and responsibilities in relation to child protection, appropriate to the level at which s/he operates. Being a member of the leadership team ensures that our DSL has the appropriate status and authority to perform the duties of a DSL role/ post as we recognise that the role carries a significant level of responsibility providing advice and support to other staff on child welfare, safeguarding and child protection matters. Our DSL is provided with time, funding, training and support to conduct their role effectively and to ensure that the Deputy DSLs are also supported in their roles to ensure that they contribute as appropriately to further ensure this. We also have in place Deputy DSLs who support the DSL in their role, who whilst not all are part of the senior leadership team are members of staff in MYBE who are appropriate to undertake this role in support of the DSL and who also receive training, guidance and support to ensure the overall effectiveness of our policy in practice.
Clarity of Understanding	a description of what child abuse and exploitation is, and the procedures for how to respond to it where there are concerns about a child's safety or welfare including the need for early help or concerns about the actions of a staff member or volunteer. This includes concerns that are raised about a child from their home life, wider community and/or time spent online. Our staff are also clear on our 'low level concerns' policy, how it applies to them, and this is also outlined in our staff code of conduct, alongside, whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/ student relationships and communications including the use of social media.
Responsibilities are clearly understood which include	• relevant contact details for children's services, police, Child Exploitation Online Protection Centre (CEOP) for e-Safety concerns and NSPCC help lines are made available to ALL. • a code of behaviour for staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures. Staff should also be clear on the 'low level' concerns' policy outlined in the staff code of conduct.

	• safe recruitment[1], selection and vetting procedures that include checks into the eligibility and the suitability of all, staff, and volunteers who have direct or indirect contact with children.
	• systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers.
	• requirements for staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including but not limited to the emerging issues of e-Safety, domestic abuse, honour based abuse, forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, child criminal exploitation, serious violence and violent crime, race and racism ,extremism and child on child/child on child abuse including harmful sexualised behaviours[2] All staff should read Part One and Annex B of the current KCSIE for further information on safeguarding issues.
	• The organisation understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. The organisation also builds learners' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Learners are encouraged to debate controversial issues and provides a safe space in which learners and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. All DSLs and their deputies should access training[3] to raise awareness of the Prevent agenda[4] and issues of extremism and radicalisation.
	• our safeguarding policy and procedures are tailored to our children/young people and their needs and consider any particular vulnerabilities of the children with whom we have contact. This can include but is not limited to those living with parental drug/alcohol misuse, adult mental health issues, domestic abuse, those with young carers responsibilities or part of a homeless family of family with prisoner or offending parents or carers, special educational needs and/or disability, frequently missing children or those engaging in criminal or ant-social behaviours who may be at risk of exploitation. Those who have returned home from care or who are privately fostered can also be vulnerable as can those children and young people with mental health needs and those misusing drug or alcohol themselves.

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[1] In accordance with current KCSIE part three
[2] In accordance with current KCSIE part five
[3] Available through the Home Office e-learning
[4] Advice on The Prevent Duty for organisations.

	- All staff are aware that Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse could be psychological, physical, sexual, financial, or emotional. Children may see, hear, or experience the effects of domestic abuse at home or in their own intimate relationship. This can have a detrimental and long-term impact in their health, wellbeing development and ability to learn. - Signs and indicators of abuse can be found here on the NSPCC website. - All staff are 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. Organisational staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the named lead person for mental health issues in the organisation which will be closely linked to the designated safeguarding lead or a deputy. - All staff are aware that children being absent from education, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation. Where staff have a concern about a child's attendance that may also be a safeguarding concern, they should raise the issue by following unauthorised absence procedures which will be closely linked to the designated safeguarding lead or a deputy.
Record Keeping/ Confidentiality	- a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by other partners. - guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.

CHILD PROTECTION POLICY

INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to learners and the creation and maintenance of a whole organisation protective ethos.

2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.

3. **SUPPORT TO LEARNERS** who may have been harmed/abused.

4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, and volunteers, community education staff, other professionals and other visitors who may be working in organisation or coming into contact with children/young people.

1.   PREVENTION

The safety and well-being of all of learners is our highest priority. It is our responsibility to:

- know every child and young person as an individual
- provide a secure and caring environment

so that every child and young person can:

- learn in safety
- develop his/her full potential, and
- feel positive about him/herself as an individual.

To achieve this, we recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

In organisation we will therefore:

Adults	Children/Young People
• provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Part 1 of the current KCSIE and Annex A, Code of Conduct (including the procedures for reporting low level concerns) identity and role of the Designated Safeguarding Lead (DSL) and any deputies and whistleblowing procedures. • provide induction training that is structured to ensure all new staff and volunteers can attend appropriate child	• ensure children/young people know that there are adults in organisation whom they can approach if they are worried or in difficulty. • establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to. • ensure all staff should be able to reassure children and young people that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual

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protection training and online safety training as soon as reasonably possible after their appointment.

- provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and locally

- ensure that staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face.

- ensure that all staff receive training endorsed locally on child protection at least every three (3) years.

- ensure that the DSL (s) and/or deputies attend Multi-Agency Training every two (2) years.

- in addition to DSL formal training and any general staff updates, the DSL (and deputies) are supported to update their knowledge and skills (e.g., via e bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at regular intervals and at least annually.

- we also encourage the inclusion of service provider teams who are based on site being included in training and/or updates.

- we ensure our DSL has and takes lead responsibility for safeguarding and child protection (including online safety and the use of mobile and smart technology). They function as source of support, advice and expertise for staff and a point of contact with safeguarding partners. This responsibility is also clearly noted in the DSL/ role holder's job description and

violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- encourage and reinforce essential skills for every child/young person such as self-esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life.

- develop and deliver a robust curriculum which is fit for purpose to equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help.

- children are taught about safeguarding, (including online)[1], through teaching and learning opportunities, as part of providing a broad and balanced curriculum

- safeguard children/young people from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place but that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding

- follow the advice provided in the current KCSIE-Annex D to support staff, learners and parents as we increasingly work online to understand the risks associated with online content, contact and conduct and commerce.

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[1] See DfE guidance on Teaching Online Safety in Organisations available here

takes into consideration Annex C of KCSIE.	

2. CHILD PROTECTION PROCEDURES

In organisation we follow procedures in line with the Durham Safeguarding Children Partnership (DSCP) local Multi-agency Safeguarding arrangements.

We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in organisation.

We will contact Durham's' First Contact Service as the first point of contact with Children's Social Care service for concerns about the safety or welfare of a child/young person in County Durham. Reference Document A attached at the end of this policy includes First Contact helpline contact details.

In this organisation, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In this organisation we all understand the need for and respect the appropriateness of the DSL (or any deputies) disclosing any information about a learner to other members of staff on a need to know basis only.

However, in line with the current KCSIE, we share information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with relevant tutors and staff in order to promote their welfare and educational outcomes. This is in line with the recent review of Children in Need.[1]

We ensure that staff understand academic progress and attainment of these children and maintain a culture of high aspirations for this cohort. We support teaching staff to identify the challenges that children in this group might face and the additional pastoral and academic support and adjustments to be made to best support these children.

In this organisation, we ensure that all staff are aware that any information a child/young person discloses regarding harm/abuse of themselves or of another child/young person must be shared as appropriate and cannot be kept secret and that this may include where a child/ young person may be witnessing (or have witnessed) ill treatment of others. In addition to our overarching principles which operate to ensure child protection is effective we also have 5 areas of focus. We believe as a training provider that this ensures child protection procedures are easier to understand for ALL and better ensures we are operating our child protection procedures effectively. Each area of focus is of equal importance:

- Training & awareness for all
- Identity role & responsibilities of the DSL & Deputy DSLs
- Safeguarding in practice
- Working with others
- Teaching & learning and the curriculum

In our organisation we ensure:

Overarching Principles:	• we have a DSL for Child Protection who has the authority to act.

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[1] DfE Review of Children in Need, June 2019

1	- the DSL takes lead responsibility for safeguarding and child protection, and this is explicitly noted in their job description. Whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated. - the DSL and their Deputies will undertake appropriate local multi agency training every two (2) years. - we have 3 appropriately trained and experienced Deputy DSL's (DDSL's) in organisation and these arrangements are clearly communicated to all staff, and volunteers. - staff and volunteers are clear where they have a concern or a query relating to a child/young person that they need to contact the DSL/DDSL in organisation [1] - all staff and volunteers and other adults supporting/working in the organisation know what to do if they have any concerns about a child, including referring the matter to the DSL/DDSLs who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should consider taking advice from the Children's Social Care First Contact service. - all staff and volunteers and other adults supporting/working in the organisation are provided with an immediate induction relevant to their role in organisation, this induction will then increase as appropriate linked to their role in organisation and the expected duration of that role. - on induction, all staff and volunteers will be provided with a copy of our child protection policy, safeguarding arrangements (including procedures for child on child abuse, online safety, children being absent as well as missing from education, learner behaviour and recognising the additional vulnerabilities of those with SEND), code of conduct/behaviour/low level concerns protocols for staff, Part 1 of the current KCSIE (including Annex B (if working directly with children) the whistle blowing policy and guidance for safer working practices from the Safer Recruitment Consortium. - all staff and volunteers will be provided the names and contact arrangements of the DSL/ DDSL, Children's Social Care First Contact service and the NSPCC Help Line's which include the Whistleblowing helpline and the Report Abuse in Education helpline. This list will be reviewed regularly but at least annually by the DSL to ensure that it

remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A)

- all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor's protocol is noted as being our part of our 'induction' for visitors.

- ensure all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with learners and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that organisation provides on safe working practices.

- all staff and volunteers will be assigned an 'induction' mentor for a set period of time following their appointment within organisation. The duration of the 'induction period' set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in organisation.

- the DSL and DDSL's are issued with an appropriate job description/role clarity for this role which incorporates Annex C of the current Keeping Children Safe in Education

- staff understand and recognise the importance of the role of the DSL/DDSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to safeguarding children

- the DSL/ DDSL takes advice from the Children's Social Care First Contact service when managing cases where there is or may be a concern that warrants further support or intervention in line with the Local Threshold Guidelines

- this policy is accessible to ALL, is placed on both the organisations internet and paper copies will also be available in organisation office for colleagues to access who do not have day-to-day access to an organisational network/PC.

- this policy and its associated guidance is reviewed annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL.

- produce a confidential annual report from the DSL. This provides updates of practice that operates in the organisation, including but not limited to any changes linked to legislation, development of good practice, analysis of current safeguarding patterns and trends (including low level concerns), feedback from staff and the learner voice linked to safeguarding practice in the organisation. This is to provide assurance that both safeguarding, and child

	protection is operating effectively at all levels in organisation.
	• parents have an understanding of the responsibility placed on organisation and staff for child protection, this is achieved in the organisation as we clearly communicate our policy in information provided to parents and ensure our Child Protection Policy is published on the website. • we understand our duties and responsibilities in relation to the rights and freedoms of everyone in the UK to work or be educated in an environment that that does not discriminate. We are aware of our duties and responsibilities within the Human Rights Act 1998, Equality Act 2010 and the Public Sector Equality Duty (PSED) the latter placing a general duty and due regard for the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act) to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. This duty and awareness ensure we whenever significant decisions are being made or policies, developed, give specific consideration to the equality implications of such. • all staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. • all staff are aware that a child or who is lesbian, gay, bi or trans (LGBT) or who is perceived as others to be LGBT can be targeted by other children. These risks can be compounded when they lack a trusted adult with whom they can be open. Staff should endeavour to reduce any additional barriers and provide a safe space for them to speak out or share their concerns.

<u>Training & Awareness for ALL</u> The DSL for child protection in organisation will ensure all **relevant** persons – who in organisation, we define to include all staff and volunteers who have contact with children/young people.	• will know the name of the DSL/ DDSL's, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued regularly but at least annually as appropriate. • all staff will be provided with basic child protection training (by the DSL or DDSL), immediately that they are appointed/placed in organisation and then attend locally endorsed child protection training for organisation based staff within a half term. • all staff will receive locally endorsed child protection training for organisation based staff at least every three (3) years. • the 3 yearly training offered to all staff will also be made available to volunteers who have direct contact with children/young people and also any workers who are on

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	placement with the organisation at the point of time the training is delivered will also be included in the attendance.
	
	• ALL will also receive regular safeguarding and child protection updates (regularly and at least annually) from the DSL and the DDSL's which is in line with advice and changing practice – both nationally and locally
	
	• the DSL and the DDSL's will attend Local Multi Agency Child Protection Training every two (2) years.
	
	• the DSL/ DDSL are supported to update their knowledge and skills on a periodic basis. This will be achieved by them accessing e-bulletins, e-learning, briefings, network meetings etc. and in taking time to read and digest safeguarding developments.
	
	• opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy and protocols by
	
	  o Regular year team meetings
	  o Annual safeguarding training
	  o CPD programme
	
	• ALL are provided with additional reference documents – included within our policy to ensure that they understand:
	  o who to contact when they have a concern (attached as Reference Document A)
	  o information relation to the other policies that operate in the organisation which support safeguarding and child protection (attached as reference document B)
	
	As the current KCSIE includes research linked to Serious Case Reviews[1], we are aware of the dangers of failing to take appropriate action to safeguard children. Poor safeguarding practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, not sharing information with the right people within and between agencies, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
	
	Our practice promotes early identification, intervention, reporting and support and we have in place practices to ensure that all concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. Where staff have doubts, they are clear that they must talk to the DSL or the DDSL's who will ensure that information is appropriately recorded, reviewed and any necessary actions taken.

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[1] An analysis of Serious Case Reviews can be found here

	Information and processes for providing Early Help, Prevention and Intervention in County Durham can be found here
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| Role & Responsibilities of the DSL

The DSL is clear on their role and responsibilities for safeguarding and child protection, understands that they cannot delegate this responsibility and in carrying out this role, they are clear on what they are responsible for which ensures that all **relevant** persons in organisation are also clear on the role of the DSL and DDSL's | • the DSL and the DDSL's are responsible for ensuring that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all the organisations staff (Part One) and for those that work directly with children and organisation leaders, Annex A (as appropriate) and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document.
• our DSL is provided with time, funding, training and support to conduct their role effectively and to ensure that the Deputy DSLs are also supported in their roles to ensure that they contribute as appropriately to further ensure this. They have a job description that is clear on their responsibilities as a DSL, are part of the leadership team, have the authority to act/ make decisions and are aware of their overall responsibilities as noted in Annex A and throughout KCSIE.
• to ensure that all policies, procedures, guidance and practice are in place in the organisation to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way.

• work with the Local Authority and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to safeguarding and child protection arrangements.

• work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding welfare and child protection matters including attendance and written reports at meetings.

• ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in organisation. The outcomes and decisions made will also be recorded.

• ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations. |

| Safeguarding in Practice

The DSL will ensure all **relevant** persons: | • know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the DSL/ DDSL in the organisation and understand their personal responsibility with regards to safeguarding and child protection matters in the organisation

• understand that staff are in an important position to identify concerns early and provide help for children. |

	- be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. - ensure all staff understand the importance of challenging inappropriate behaviour between children, many of which are abusive in nature and not just downplaying it as this can lead to a culture of unacceptable behaviour. - ensure that all staff know what to do if a child tells them he/she is being abused neglected, harmed or exploited (including from another child/ren or young person and via online incidents) and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DDSL's another member of senior staff or children's/adult's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child. - know that if a child/young person's situation does not appear to be improving, the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy. - understand the need to be vigilant in identifying cases of harm/abuse and are able to **immediately** report concerns when they arise. - ensure all staff should be able to reassure children/young people that they are being taken seriously and that they will be supported including incidents between peers. - know that information a child/young person discloses regarding harm/abuse of themselves, or another child/young person must be shared as appropriate and cannot be kept secret. - ensure confidentiality protocols are adhered to and information is shared appropriately. - know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance: **RECEIVE** - React calmly; be aware of your non-verbal messages. - If you don't understand the child's communication method, reassure the child, and find someone who can. - Don't interrogate the child, observe and listen, use active listening techniques. - Don't stop a child who is freely recalling significant events. - Keep responses short, simple, slow, quiet and gentle. - Don't end the conversation abruptly. **REASSURE**

	- Tell the child they are not to blame; and have done the right thing by telling you. - Tell the child what will happen next; be honest about what you can and can't do. - Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'. **REACT** - Explain what you have to do next and whom you have to tell. - Inform the Designated Safeguarding Lead (DSL) or DDSL immediately. - understands that the DSL or the DDSL in organisation will disclose any information about a learner to other members of staff on a need to know basis only. - recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be: - addressed - managed sensitively and effectively. - dealt with in a timely manner. - dealt with in accordance with organisations agreed policies/practices, including the reporting of low level concerns policy and the Whistleblowing Policy - be aware of and involved (as applicable) in operating within safer recruitment policy and practice ensuring that safeguarding is included as an essential part of MYBE's overall approach to safeguarding; and to ensure that the staff handbook is regularly updated/ reviewed (at least annually) to ensure that expectations of staff continue to be aligned to safeguarding good practice. - understand that if they have a concern about another adult in organisation (including staff and volunteers, other adults – including but not limited to Local Authority, Health, etc) they must refer the matter to the DSL. Where the concerns are about the DSL, they should refer the matter to DDSL whose contact details are noted at the end of this document) - as outlined in Part 4 of the current KCSIE and as noted to all adults in organisation as part of induction and training protocols. - ensure that staff are able to recognise that children/young people are capable of abusing their peers and ensure that the child protection arrangements in organisation have in place procedures to minimise the risk of child on child/child on child abuse and how such allegations are managed. Child on child abuse is most likely to include the following which cam often have online elements:
	
	    • bullying (including cyberbullying, prejudice-based and discriminatory bullying).
	    • abuse in intimate personal relationships between peers.
	    • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
	    • sexual violence, such as rape, assault by penetration and sexual assault.

	• sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse. • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. • consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery). • upskirting, which typically involves taking a picture under a person's clothing without their permission. • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
	• our full organisation procedures on child on child/child on child abuse reflects the different forms this abuse can take and is clear that this is abuse and will not be tolerated. This is included in the learner behaviour policy.
	• the procedures for child on child/child on child also notes how victims of this abuse will be supported in organisation and considers the issues as outlined in Part 5 of the current KCSIE regarding child on child sexual violence and sexual harassment where relevant.

Working with Others The DSL for child protection in the organisation will co-ordinate and lead on the following:	• undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm.
	• contacting the Children's Social Care First Contact service for information, advice, guidance or to make a referral where there are concerns about harm a child/young person.
	• ensuring that all **relevant** persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DDSL.
	• ensuring that any staff member is aware that they can make a referral to Children's Social Care First Contact Service should circumstances require this.
	• reporting an unexplained absence to the child/young person's Social Worker or Children's Social Care First Contact service where there is a learner who is subject to a child protection plan.
	• recognise that children with special educational need (SEN) and disabilities can face additional safeguarding challenges (see section below). The child protection procedures and practices which operate in organisation reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

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	• when teaching about safeguarding, a one size fits all approach may not be appropriate for all children especially those with SEND or who have been victims of abuse.

<u>Teaching & Learning</u> <u>and</u> <u>Curriculum</u> The DSL will be required to ensure:	• children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. • that as we increasingly work online, we ensure that our children/young people are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place. • the appropriate filters and monitoring systems that we have in place do not "over block", nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding • carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks children face. • in accordance with Part 2 and Annex D of the current KCSIE we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety which empowers the organisation to protect and educate the whole organisation community in the use of technology[1] and have established mechanisms to identify, intervene and escalate any incident where appropriate. • staff have an awareness of risk taking behaviours which put children in danger linked to the likes of drug taking, alcohol abuse, deliberately missing education, gang or organised crime involvement and sharing nudes or semi nudes which is also known as youth produced sexual imagery[2] • staff have an awareness issues can manifest themselves via child on child/child on child abuse. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual, harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. • staff are clear on organisation policy and procedures for managing child on child/child on child abuse including child on child sexual violence and sexual harassment as outlined in part 5 of the current KCSIE.

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[1] See DfE guidance on Teaching Online Safety in Organisations available here
[2] Guidance is available in *Sexting in organisations and colleges: Responding to incidents and safeguarding young people*.

	• All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
	• ensure (alleged) perpetrators are offered support as they may also have unmet needs and any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them

3.   SUPPORTING LEARNERS

In this organisation we recognise that children/young people, who are harmed, abused or witness violence/abuse may find it difficult to develop a sense of self-worth, they may feel helplessness, humiliation and some sense of self-blame.

The organisation may be the only stable, secure and predictable element in the lives of children/young person at risk. Nevertheless, when at the organisation their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children/young people actually adopt abusive behaviours and that these children/young people must be referred on for appropriate support and intervention.

In organisation we will endeavour to support the learner through:	• the content of the curriculum to encourage self-esteem and self-motivation.
	• the organisation ethos which promotes a positive, supportive, and secure environment and gives learners a sense of being valued.
	• the organisation's learner behaviour policy which is aimed at supporting vulnerable learners in the organisation including those with mental health difficulties.
	• ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on learner behaviours but does not damage the child/young person's sense of self-worth.
	• endeavouring to ensure that the learner fully understands the consequences of unacceptable behaviour in such a way that preserves self-esteem and encourages future positive relationships with peers.
	• liaison with other agencies as appropriate which support the learner including child and adolescence mental health services where appropriate.
	• a commitment to develop productive and supportive relationships with parents whenever it is in a learner's best interest to do so.

	• recognition that children/young people living in a home environment where there is risk, e.g., domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection. • fully support children as victims of abuse where they have been forced and/or coerced into behaviours that have resulted in harmful, risky and exploitative situations such as criminal or sexual exploitation, radicalisation, forced labour etc. • vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's organisation record and in accordance with the organisations record management practices) and notifying relevant services <u>as soon as there is a recurrence of a concern.</u>
<u>Special Educational Needs (SEN) and Disability</u>	We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. Organisation staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as • assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration. • being more prone to peer group isolation than other children or bullying (including prejudiced based bullying) • that children with SEN and disabilities can be disproportionally impacted by things like bullying – without outwardly showing any signs; and • communication barriers and difficulties in overcoming these barriers. To address these additional challenges, staff are made aware of these increased vulnerabilities for children/young people with SEND

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

In the organisation we will:	• operate Safe Recruitment practices including ensuring appropriate Disclosure Barring Service (DBS) and reference checks are undertaken according to the current KCSIE for all staff and volunteers before individuals are appointed or placed into organisation. • ensure that at least one member of the recruitment panel is trained in Safe Recruitment Practices and at least one person who conducts the interview has completed safer recruitment training. • ensure that all staff and volunteers are appropriately inducted and supported following their appointment. • ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their

22	relationships with learners and parents including having access to the organisation's code of conduct (which included procedures for reporting low level concerns) and the Safer Consortium's 'Safer Working Practices for Adults who work with Children and Young People'
	
	• ensure that staff and volunteers are aware that sexual relationships between them and learners aged under-18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust)
	
	• ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the organisation and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable.
	
	• Allegations Management:
	   o implement Part 4 of the current KCSIE *(Allegations made against/concerns raised in relation to staff, volunteers' contractors)* and all other relevant Safeguarding and Child Protection policies.
	   o in the event of an allegation against staff, the organisation will consult with the Designated Officer in the Local Authority (referred to as the LADO) – see the information attached for contact details.

Reference Document A

Mybe Awards

Contact Details for Child Protection and Safeguarding as of: 01 August 2023

(*these details will next be reviewed on the 1st of September 2023 to ensure that they remain relevant)

Designation/Role	Contact Details	
CEO & Designated Safeguarding Lead (DDSL):	Name: Lee Farrier Email: LF@mybe.org.uk	Telephone(s): 07852993033
Deputy Designated Safeguarding Lead (DDSL):	Name: Brooke Farrier Email: brooke.farrier@mybe.org.uk	Telephone(s): 07931349732
Designated Officer – Local Authority	LADO-Contactable through the First Contact Service – telephone referral only 03000 268835	
First Contact Access to Multi-agency Safeguarding Hub (MASH)	03000267979 (24 hours a day) Via first contact	
Durham Adult Social Care Team	03000 267 979	
Police	Emergency 999 Non-emergency number 101	
Prevent Duty	Dedicated DFE Prevent line 020 7340 7264	
NSPCC Help Line:	National Whistleblowing helpline 0800 028 0285 help@nspcc.org.uk	Report Abuse in Education Helpline 0800136663 help@nspcc.org.uk

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Reference Document B

Links to other procedures in Organisation

This policy does link to other organisation procedures and therefore must be read in conjunction with other related policies in organisation. This includes but is not limited to the following list.

1. Behaviour policy
2. Complaints
3. Confidentiality, data protection and information sharing
4. E-safety, use of the internet (including acceptable use policy) photography and mobile phones
5. First aid
6. Health & Safety
7. Induction procedures
8. Children and young people's Mental Health and Wellbeing policy
9. Preventing radicalisation and extremism
10. Recruitment, selection DBS and vetting
11. Staff behaviour policy (code of conduct) including low level concerns
12. Whistle blowing
13. Low Level Concerns

Reference Document C

Supporting learners not in organisation (Remote Learning)

The DSL/DDSL will provide support to staff to ensure that contact is maintained with children (and their families/employers) who are not in organisation. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made. To safeguard staff, calls should be via the organisation phones and devices. All contact including phone contact and/or doorstep visits should be documented.

We will also continue to follow up where a child has been expected to attend training and or the workplace and doesn't. To support the above, we will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Online safety

As an organisation, we recognise that each individual scenario may need a tailored response to an online issue which may vary from contact with parents/carers, children's social care and/or the police. We have reviewed our Acceptable Use policy, IT policy and other associated policies (e.g., social media policy) at this time and have reminded staff about adhering to acceptable online conduct, use of devices, their virtual working environment, reporting and documenting issues and social media posts/profiles. As an organisation we have considered the advice issued from the local authority on *Safeguarding in Remote Learning* and follow the guidance available here which includes information and links on the following areas.

- Safeguarding learners and teachers online
- Reporting concerns
- Communicating with parents, carers and learners
- Virtual lessons and live streaming
- Providing pastoral care remotely
- Personal data and GDPR
- Acceptable Use

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