



SUCCESS 4 ALL

Safeguarding Policy

Approved by	Trustees of Success4All CIO
On	3rd October 2023
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1. Purpose & Aims

1.1 The purpose of Success4All's safeguarding policy is to ensure every child who is registered with the charity is safe and protected from harm. This means we will always work to:

- Protect children and young people registered from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people registered with us grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role to enable children and young people registered to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all beneficiaries.

1.3 Our charity fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered with us. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all beneficiaries, staff, parents, trustees, volunteers, sessional workers and visitors.

1.5 This policy uses guidance provided in 4 key documents: Keeping Children Safe in Education (DFE, September 2024); Working Together to Safeguard Children (DFE, December, 2023), After-school clubs, community activities, and tuition: Safeguarding guidance for providers (DFE, September 2023), Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (updated February 2022).

2. Our Ethos

2.1 The child's welfare is of paramount importance. Success4All will establish and maintain an ethos where our beneficiaries feel secure, are encouraged to talk, are listened to and are safe. Children registered will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 Everyone who meets children and their families has a role to play in safeguarding children. We recognise that staff and volunteers play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff and volunteers are advised to

maintain an attitude of ‘*it could happen here*’ where safeguarding is concerned. When concerned about the welfare of a child, staff and volunteers must always act in the best interests of the child.

2.3 All staff and volunteers will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to report and record this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2024) and Local Safeguarding Children Partnership Procedures.

2.5 Whilst not a school, college or a recognised institute of education, integral to our safeguarding policy and procedures is our commitment to:

- a) upholding human rights as set out in The Human Rights Act 1998 (HRA), which sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK.
- b) following the guidance given in the Equality act 2010, in particular the Public Sector Equality Duty (PSED).

The guidance given in the Equality Act 2010 states that schools, colleges and other institutes of education:

- Must not unlawfully discriminate against pupils because of their protected characteristics.
- Must consider how they are supporting pupils with protected characteristics.
- Must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence that they are being disproportionately subjected to sexual violence or harassment.

The PSED places a general duty on schools and colleges “to have in the exercise of their functions, due regard to 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.”

2.6 At Success4All we are aware that technology is a significant component in many safeguarding and wellbeing issues.

3. Roles and responsibilities

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Mrs Caroline Afolabi-Deleu Chair of Trustees	07588217670

Deputy DSL	Mrs Ülfet Sahin Home Languages Manager	07562298503
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3.1 It is the responsibility of *every* member of staff, volunteer and sessional worker to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all children and young people. This includes the responsibility to provide a safe environment in which children can learn.

Success4All Trustees

3.2 Success4All trustees are accountable for ensuring the effectiveness of this policy and our compliance with it.

3.3 The trustees will ensure that:

1. The safeguarding policy is in place and is reviewed annually, is available publicly via our website and has been written in line with Local Authority guidance and the requirements of the Local safeguarding Children Partnership policies and procedures;
 - The charity contributes to inter-agency working in line with Working Together to Safeguard Children (2024);
 - All staff and volunteers receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
 - All staff and volunteers undertake appropriate child protection training that is updated regularly, at least annually.
 - Procedures are in place for dealing with allegations against members of staff, sessional workers and volunteers and other children in line with statutory guidance;
 - They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The trustees will receive an annual safeguarding report that will record the training that has taken place, the number of staff and volunteers attending and any outstanding training requirements. It will also record all safeguarding activity and will inform the trustees how the charity meets its statutory requirements.

The Designated Safeguarding Lead (DSL)

3.5 The Designated Safeguarding Lead is a senior member of staff, who takes lead responsibility for safeguarding and child protection. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'* DfE (2024);

3.6 The DSL will provide advice and support to other staff and volunteers on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.7 The designated safeguarding lead and or a deputy will always be available (during work hours) for staff, volunteers or sessional workers to discuss any safeguarding concerns. If in circumstances, a DSL is not available in person, we will ensure that they are available via telephone and any other relevant media.

3.8 The charity will attend child protection training. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.9 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.10 The DSL is responsible for ensuring that all staff members, sessional workers and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, sessional workers and volunteers have received appropriate child protection information during induction.

4. Training & Induction

4.1 When new staff, volunteers and sessional workers join our charity they will be informed of the safeguarding arrangements in place. They will be given a copy of our safeguarding policy and informed who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents and fully understand their responsibility. They will also be provided with the charity's recording procedures.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also ensure that the management team and relevant staff have an awareness and understanding of the filtering and monitoring systems in place to limit children and young people's exposure to risks online, so that they can manage these effectively and know how to escalate concerns when identified. During the training, information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children will also be covered.

4.3 In addition to the safeguarding induction, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis.
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;

4.4 All sessional workers, temporary staff and volunteers will be given a set of our safeguarding procedures, online safety procedures and they will be informed of who our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix A).

4.5 The DSL, the alternate designated member(s) of staff who may be in a position of making referrals or attending child protection conferences or core groups, will attend appropriate training. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.6 Our trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our charity.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of 'Keeping Children Safe in Education' (2024) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Child Criminal Exploitation (CCE). In addition, throughout the year we will brief staff on key issues identified within *Keeping Children Safe, 2024*. We will also make staff aware of relevant newsletters which they can subscribe to in order to be kept aware of any new and emerging safeguarding issues and receive up to date guidance such as the CASPAR news update produced by the NSPCC.

4.8 Specific Safeguarding Issues:

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the charity's policy and procedures with regards to child on child abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for organisations can be found on the [Newcastle](#)

[Safeguarding Children Partnership](#), and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- county lines
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- Modern Slavery and the National Referral Mechanism
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- child on child
- Sexual violence and sexual harassment between children in schools and colleges

Whilst we are not a school or college and as a result are not directly subject to the PSED, Success4All staff should be aware that some young people may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.

5. Procedures for Managing Concerns

(Working Together to Safeguard Children, 2023)

All staff, volunteers and sessional workers follow the charities procedures which are consistent with 'Working Together to Safeguard Children, 2023' and 'Keeping Children Safe in Education, 2024'.

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

Identifying children and young people who may be suffering significant harm:

Staff, sessional workers and volunteers are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, children and young people, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or staff being alerted to concerns.

Staff, sessional workers and volunteers should also be 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. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff, sessional workers and volunteers determine how best to build trusted relationships with children and young people which facilitate communication.

Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; development means physical, intellectual, emotional, social or behavioural development; health includes physical and mental health; ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 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, though it may occur alone

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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

Disclosures or information may be received from children and young people, parents or other members of the public. The charity recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child

- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- complete a cause for concern form

5.1 Success4All adheres to child protection procedures that have been agreed locally through the Local Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

5.2 Every member of staff including volunteers working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern. Any member of staff, volunteer or sessional worker who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures (by completing a cause for concern form).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Local Children's Services procedures.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration by raising concerns again with the DSL. Concerns should always lead to help for the child at some point.

5.10 Staff, volunteers and sessional workers should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Lead, their alternate and the founding director are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff, volunteer or sessional worker who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the founding director or the trustees. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 We recognise that children are also susceptible to physical, sexual and emotional abuse by other children, including their siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to child on child abuse.

5.13 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.14 Success4All recognises that our staff, volunteers and sessional workers are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6. Records and Information Sharing

6.1 If staff, volunteers or sessional workers are concerned about the welfare or safety of any child at they will record their concern on the agreed reporting form, (or log information on Success4All servers- Knowhow Cloud) They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet (or Knowhow Cloud) and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

7. Working with parents and carers

7.1 Success4All is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 A copy of our safeguarding policy and online safety policy will be provided to parents on request and is available on the website. Parents and carers will be informed of our legal duty to assist other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* doing so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the charities has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the charity requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from Learning Hub, Club or Summer School (if different from the above).

Success4All will retain this information in line with our data protection policy. The charity will only share information about children and young people with adults who have parental responsibility for them or where a parent has given permission and the charity has been supplied with the adult's full details in writing. In registering children for any of our online services, parents will be made aware of their responsibilities and asked to signify their commitment to working with us to help keep their children safe online.

8. Safer recruitment

8.1 At Success4All we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to the job being confirmed. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

8.2 Copies of documents used to verify a successful candidate's identity, right to work and required qualifications, should be kept on their personnel file.

8.3 Success4All will notify shortlisted candidates for roles that online searches may be conducted as part of pre-recruitment checks.

8.4 At Success4All we work with a number of volunteers aged from the ages of 16 and older. All volunteers aged 16 or older must have an enhanced DBS for work with children and young people, no longer than 1 year before being allowed to volunteer with a Success4All Learning Hub, Club or Summer School.

8.5 As a charity using the Disclosure and Barring Service (DBS) to help assess the suitability of applicants for positions of trust, Success4All complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. For more information please see our DBS code of practice document.

8.6 It is a requirement of the DBS's Code of Practice that all Registered Bodies must treat Disclosure applicants who have a criminal record fairly and do not discriminate because of a conviction or other information revealed. It also obliges Registered Bodies to have a written policy on the recruitment of ex-offenders; a copy of which can be given to Disclosure applicants at the outset of the recruitment process.

Success4All uses the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, Success4All complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed. Success4All is committed to the fair treatment of its staff, potential staff, volunteers, sessional workers or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background. For more information please see our Recruitment of Ex-offenders Policy.

9. Safer working practice

9.1 All adults who come into contact with our children and young people have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children and young people are competent, confident and safe to do so.

9.2 All staff, volunteers and sessional workers will be provided with a copy of our code of conduct and online code of conduct at induction. They will be expected to know both these codes of conduct and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy must be adhered to.

9.3 If staff, sessional workers, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts, who they are with and for how long. Doors, ideally, should be left open.

9.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (updated February 2022). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

10. Managing allegation against staff, volunteers and sessional workers

10.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for children and young people. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

10.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

10.3 We will take all possible steps to safeguard our children and to ensure that the adults at Success4All are safe to work with children.

10.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Operations Manager immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Operations Manager, this will be reported to the trustees. In the event that neither the Founding Director nor the trustees are contactable on that day, the information must be passed to and dealt with by the member of staff acting as deputy Operations Manager.

10.5 The Operations Manager will seek advice from the LADO within one working day. No member of staff will undertake further investigations before receiving advice from the LADO.

10.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Operations Manager or the trustees should contact the LADO directly. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

10.7 Success4All has a legal duty to refer to the Disclosure and Barring Service and Ofsted anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Ofsted.

11. Supporting children

Good Practice guidelines

To meet and maintain our responsibilities towards children and young people our standards of good practice includes:

- treating all children and young people with respect
- setting a good example by conducting ourselves appropriately
- involving children and young people in decisions that affect them
- encouraging positive and safe behaviour among children and young people
- being a good listener
- being alert to changes in children and young people's behaviour recognising that challenging behaviour may be an indicator of abuse
- maintaining appropriate standards of conversation and interaction with and between children and young people and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children and young people lead to an increased risk of abuse.

Children who may be particularly susceptible

Some children and young people may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all our children and young people receive equal protection, we will give special consideration to children who are:

- Looked after
- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- susceptible to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- susceptible to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support children and young people and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a beneficiary, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

Photography and images

The majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children and young people we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the children and young people's first name with an image
- ensure children and young people are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- Any photographs taken by staff of children and young people during activities are only to be taken using allocated work phones, sent to our Media and Communications Officer and then immediately deleted from their device. Our Media and Communications Officer will then upload these onto our Knowhow Cloud and delete from any other devices.

Online safety

Most of our children and young people will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we realise that children can be exposed to risks online, just as they can in the offline world. We will regularly review our approach to online safety, based on a risk assessment to the potential harms that children face.

Children often feel that they can take risks online which they wouldn't offline because:

- They may not fully understand the risks or implications of their behaviour in the online world.
- They have fewer inhibitions when online
- Parents or other adults don't understand or monitor their online activities
- Online spaces are often less protected.

These risks can be categorised under the 3Cs – Content, Contact and Conduct.

Content risks children may face (either through encountering them accidentally or deliberately seeking them out) are:

- Sexual content and imagery
- Violent content
- Extreme content and opinion (e.g. hate speech)
- Biased and skewed content (e.g. fake news)
- Commercial content, such as inappropriate advertising, spam or being asked for sponsorship

Contact risks, resulting from children engaging with their online world and interacting with others, include:

- Being bullied online or harassed by another person
- Having their personal information taken and shared
- Meeting strangers or being groomed and coerced into sharing sexual content
- Being pressured into behaviour, for example, by someone advocating self-harm

Conduct risks, arising from children proactively engaging in certain behaviours, include:

- Creating or sharing sexually explicit material, such as sexually explicit pictures or videos of themselves
- Bullying or harassing another person
- Downloading music or films illegally
- Creating biased or misleading information and advice

We know that some men, women and young people will use online technologies to harm children. The harm can range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Cyber-bullying by children and young people, via texts and emails will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Some children and young people will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have discussions with our children, young people and parents to help them understand the possible risks.

In order to minimise the risks children and young people might encounter whilst accessing our services, they are not permitted to access chatrooms and social networking sites, which are the more obvious sources of inappropriate and harmful behaviour, in our Learning Hubs, Clubs and Summer School. All children and Young People registered to our online tutoring services and Clubs, as well as volunteers involved in the delivery of these services, will be issued a monitored Google account. This account will also be used to access relevant applications and sites such as Gmail, Google Meet and Google Classrooms used in delivering our services. Young people, staff and volunteers will browse the internet by signing into Google Chrome using their Success4All account details. Success4All Google accounts as well as the devices (Chrome books) used in our Learning Hubs will all be managed, allowing us to apply content filters. It is the shared responsibility of Success4All Designated Safeguarding Lead and Deputy to manage these filtering and monitoring systems and these will be reviewed at least annually. Filtering systems will be used to block harmful and inappropriate content without unreasonably impacting teaching and learning. All children, young people and volunteers participating in our online services will also agree to an online code of conduct. Before accessing any of our online services, children and young people and their parents will be instructed to watch short videos about online safety, and on the occasions where Success4All devices are loaned out to our beneficiaries, these individuals will be required to sign our acceptable usage policy.

“The most effective filter is an educated child..”
(NSPCC, Keeping Children Safe Online, E-Learning Training October 2020)

We recognise the importance of supporting children in building resilience online (also known as digital resilience) in order to help keep them safe.

Digital resilience will allow children to better

- Understand when they are at risk online
- Know what to do to seek help
- Learn from experience
- Recover when things go wrong

We will endeavour to build children and young people’s digital resilience through giving them:

- the skills to pick up on warning signs online
- the skills to know what to do when they encounter something that could cause them harm

In order to help our children and young people to develop digital resilience we will:

- Encourage open communication in the delivery of all our services (Learning Hubs, offline and online clubs, Summer School, STEM Challenges, Learning Bus activities) and support parents in talking to their children about the risks that they encounter online.
- Demonstrate practical solutions, such as empowering children and young people to delete and block messages and manage their privacy settings.
- Endeavour to make our interactions around online safety engaging and informative and not simply rule setting and technical advice.
- Encourage young people to support each other

Our online safety policy details further how we try to keep children and young people safe in our Learning Hubs, Clubs, Summer Schools and when providing online learning support or running online clubs.

Key resources which we will access to ensure that our knowledge on the risks children and young people face online is up-to-date and that we are signposting parents to accurate sources include: Netaware (<https://www.net-aware.org.uk/>); Thinkuknow (<https://www.thinkuknow.co.uk>) and NSPCC Share Aware (<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>).

Safeguarding Information for children and young people

All children and young people are aware of a number of staff who they can talk to. Success4All is committed to ensuring that children and young people are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child

protection and know who this is. We inform children and young people of whom they might talk to, their right to be listened to and heard and what steps can be taken to protect them from harm.

We ensure that through our vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The trustees and operations staff also ensure that this ethos is reflected and implemented effectively in policy and there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in Britain and to keep them safe.

Complaints procedure

Our complaints procedure will be followed where a child, young people or parent raises a concern about poor practice towards a beneficiary that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or young person, using sarcasm or humiliation as a form of control, bullying or belittling a child or young person or discriminating against them in some way. Complaints are managed by the Operations Manager and trustees.

Complaints from staff are dealt with under Success4All's complaints and disciplinary and grievance procedures.

12. Managing allegations against children.

We recognise that children are susceptible to and capable of abusing other children and that it can happen both inside and outside of school or college and online. We recognise the important role staff/session workers and volunteers have to play in preventing it and responding where they believe a child may be at risk from this.

There are several ways that a child may be abusive towards others. Additionally, a child who is displaying abusive behaviour may not realise they are doing so.

Allegations may involve:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- 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 nude and semi-nude 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, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- 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).

Some of these forms of abuse and harm also encompass child sexual exploitation; radicalisation; children who display sexually harmful behaviour as well as gang associated and serious violence.

Indicators, which may signal children are at risk from, or are involved with serious violent crime may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

It is also important that staff/sessional workers and volunteers understand that even if there are no reports of child-on-child abuse this does not necessarily mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff/sessional workers and volunteers have any concerns regarding child-on-child abuse they should speak to the Designated Safeguarding Lead or the deputy

o Identifying concerns

There are a range of ways concerns might be raised.

- A child or adult might make a direct allegation of abuse by a child or young person.

- A child or adult might tell you they're uncomfortable with a child or young person's behaviour. They may not realise the behaviour is abusive.
- A member of staff or volunteer might observe behaviour that gives cause for concern and make a report following your organisation's safeguarding procedures.
- Your organisation may be informed that a child or young person is the subject of an investigation.
- A child or young person might tell you they have harmed someone else or are at risk of doing so.

We take child-on-child abuse as seriously as abuse perpetrated by an adult and understand the importance of challenging inappropriate behaviours between children which is abusive in nature. Child-on-child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

In cases where child-on-child abuse is identified, we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

If allegations have been made against a child, staff and volunteers should speak to the designated safeguarding lead, to seek advice on the best way to proceed.

Accurate and detailed notes will be made and kept on any concerns staff/volunteers have about a child. These records will be shared with the designated safeguarding lead. Details included in notes will include:

- the child's details (name, age, address)
- what the child said or did that gave cause for concern (if the child made a verbal disclosure, their exact words will be written down)
- the details of any other children involved or impacted.

Additional advice might also be sought from contacting the NSPCC Helpline on 0808 800 5000 or by emailing help@nspcc.org.uk.

A member of staff or volunteer may notice a child behaving inappropriately and feel the need to talk to them about this immediately, in order to manage the behaviour. In such instances, staff and/or volunteers will be prompted to take into consideration that the child may not realise their behaviour is unacceptable. The child will therefore be spoken to calmly and it will be explained why their behaviour is unsuitable and what they can do to improve it. Learning Hub/Club/Online tutoring 'Golden Rules' and similar existing codes of conduct (which children will have been involved in creating) will be referred to when managing behaviour.

Staff and volunteers will be made aware of the fact that a child who displays challenging behaviour may be doing so because they have experienced abuse or neglect. If they think this might be the case, they are to follow Success4All's child protection procedures.

There are a number of factors that make children more susceptible to child-on-child abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research by the NSPCC tells us that girls are more frequently identified as being abused by other children, and that girls are more likely to experience unwanted sexual touching. Boys are less likely to report intimate relationship abuse, however report high levels of victimisation in areas where they are affected by gangs.

There is also an increasing evidence base emerging about the sexual exploitation of boys (both by adults and other children). We recognise that both boys and girls experience child-on-child abuse but that they do so in gendered ways.

A difficult feature of child-on-child abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Details of some of the complicated reasons children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional violence.
- The child may have viewed sexually explicit movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.

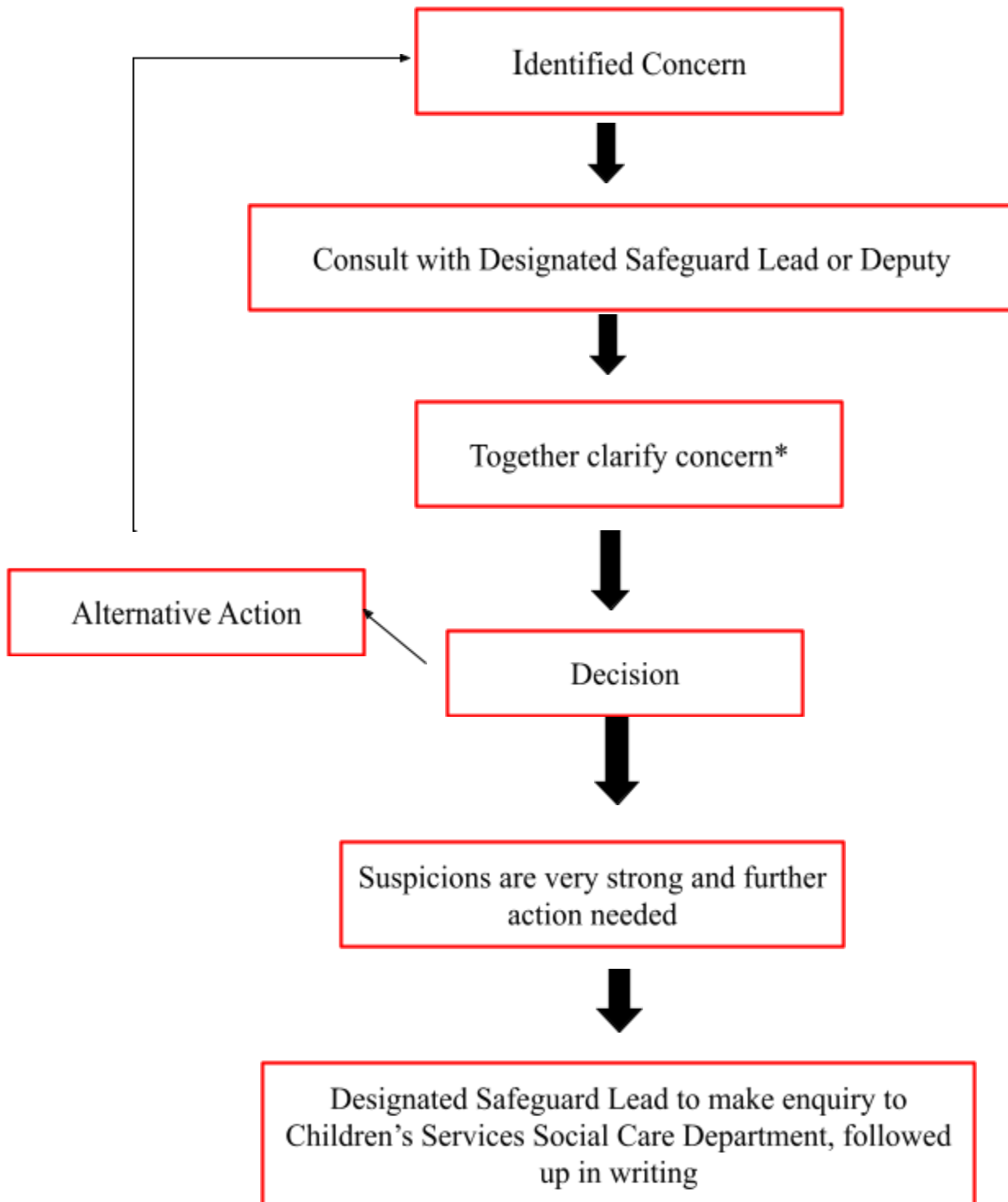
Child-on-child must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.

Preventing child on child Abuse:

- Child-on-child can be prevented. Adults who work with children must be aware of the potential for abuse between children.
- Having clear robust policies on dealing with key issues such as cyber bullying.
- Ensuring staff and students are aware of the policies.
- Supervise and be aware of potential risky areas, tents in play areas etc.
- Pay attention and monitor children who are sneaking off in areas out of view.
- Take steps to prevent isolation.
- Separate children if needed.

- Increase supervision during key times.
- If you suspect a child is abusing another, ensure you pass this onto a Designated Person.

13. Appendix A – Suspect child at risk action to take



***Any member of staff who is unhappy with the joint decision made with the designated safeguarding lead can seek advice from our trustees or staff within the Local Authority**

14. Appendix B: Child Sexual Exploitation

Child Sexual exploitation 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.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other susceptible children
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records

- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

15. Appendix C: Child Criminal Exploitation

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It's important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

16. Appendix D: County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and susceptible adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for Child Sexual Exploitation and Child Criminal Exploitation as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

17. Appendix E: Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: partial/total removal of clitoris	Excision: partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: Pricking, piercing, incising, cauterizing and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour'
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM

- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that organisations working with children and young people take action without delay.

As KCSIE now states:

'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those falling to report such cases will face disciplinary sanctions'

18. Appendix F: Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

19. Appendix G: Cyberbullying

This is a specific form of bullying which involves digital technologies. If a child is being bullied online, they may not know who is bullying them (the bully may have created an anonymous online account). This can be extremely frightening.

Cyberbullying can take various forms including:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

20. Appendix H: Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Types of domestic abuse include:

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse
- Child to parent abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass (<https://www.operationencompass.org/>) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

21. Appendix I: Mental health

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 and behaviour,. More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England (Every Mind Matters - <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>) 147 has produced a range of resources to support the promoting of positive health, wellbeing and resilience among children.

22. Appendix J: Preventing radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism - is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation- refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism - is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other

safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) [making a Prevent referral](#).

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

23. Appendix K: Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. Staff at Success4All recognise the importance of:

making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it

recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported

challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the out-of-school activity.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

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

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Further guidance around safeguarding and sexual harassment and sexual violence can be found in [Keeping Children Safe in Education, 2024 \(Part 5:Pages 111-142\)](#).

24. Resources

- Keeping children Safe in Education (Sept 2023)
- Working Together to safeguard Children (December, 2023)
- After-school clubs, community activities, and tuition: Safeguarding guidance for providers (September 2023)
- NSPCC Learning – Protecting Children from Online Abuse
<https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>
- NSPCC – Keeping Children Safe Online
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- London Grid for Learning (LGFL) – Online Safety
<https://www.lgfl.net/online-safety/>
<https://www.lgfl.net/online-safety/resource-centre?s=16>
- Net Aware
<https://www.net-aware.org.uk>
- Share Aware
<https://www.nspcc.org.uk/globalassets/documents/advice-and-info/share-aware.pdf>
<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching>
- Think you know
<https://www.thinkuknow.co.uk>
- Childline - Staying Safe Online
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/>
- Meeting digital and technology standards in schools and colleges
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>
- Online safety Self-review for Schools
<https://360safe.org.uk/>
- LGFL Online Safety Audit (Risk assessment format)
<https://national.lgfl.net/TypesOfHarm/OnlineSafetyAudit>
- Cyber Security Training for School Staff

<https://www.ncsc.gov.uk/information/cyber-security-training-schools>

- Harmful Online Challenges and Online Hoaxes (DfE)
<https://www.csacentre.org.uk/>
- County Lines Toolkit for Professionals
<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>
- Centre of expertise on Child Sexual Abuse (CSA)
<https://www.csacentre.org.uk/>