

**South Gloucestershire and Stroud Academy Trust**

**Safeguarding Children, Young People  
and Vulnerable Adults Procedure**

**If you would like this document in an alternate format  
Please contact the Human Resources Department**

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<b>Procedure Ref. No.:</b>  <b>QPG 106.2</b>	<b>Date of this version:</b> September 2018  <b>Review date:</b> September 2019 (Subject to any legislative changes)  <b>Upload to School websites?</b> Yes
<b>Approved by:</b>	Board of Trustees
<b>Date:</b>	3 October 2018

## Impact Assessment

Main aim and purpose of the policy:					
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
<b>Age</b>	✓	✓	✓	✓	✓
<b>Disability</b>	✓	✓	✓	✓	✓
<b>Gender Reassignment</b>	✓	✓	✓	✓	✓
<b>Race or Ethnicity</b>	✓	✓	✓	✓	✓
<b>Religion or Belief</b>	✓	✓	✓	✓	✓
<b>Marriage</b>	✓	✓	✓	✓	✓
<b>Pregnancy/ Maternity</b>	✓	✓	✓	✓	☐
<b>Sex</b>	✓	✓	✓	✓	✓
<b>Sexual Orientation</b>	✓	✓	✓	✓	✓
<b>Carers/ Care givers</b>	✓	✓	✓	✓	✓
<b>Persons in care</b>	✓	✓	✓	✓	✓
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there:	None	A little	Some	A lot	
<b>Is there any concern that the policy may operate in a discriminatory way?</b>	☐	☐	☐	✓	
	None	A little	Some	A lot	
	✓	☐	☐	☐	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	☐	✓	☐	☐	
Disability	✓	☐	☐	☐	
Gender Reassignment	✓	☐	☐	☐	
Race or Ethnicity	✓	☐	☐	☐	
Religion or Belief	✓	☐	☐	☐	
Marriage	☐	☐	✓	☐	
Pregnancy/ Maternity	☐	☐	✓	☐	
Sex	✓	☐	☐	☐	
Sexual Orientation	☐	✓	☐	☐	
Carers/ Care givers	✓	☐	☐	☐	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium ☐	Low ☐	Yes ☐	No ✓
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not require</i>					
Completed by: Moira Foster-Fitzgerald Position: Chief Group Services Officer Date: 13.03.18					

# Safeguarding Children, Young People and Vulnerable Adults Procedure

## 1. Introduction

- 1.1. This Procedure is to be followed by all School employees and volunteers, in accordance with the South Gloucestershire & Stroud Academy Trust's (SGS AT) Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure.

## 2. Responsibilities

- 2.1. Taking action to ensure that children, young people and vulnerable adults are safe:
  - 2.1.1. If any member of staff has any concerns about a child, young person, or vulnerable adult they consider to be suffering or to be at risk of suffering significant harm, s/he must immediately contact either:
    - 2.1.1.1. Designated Safeguarding Lead (Head Teacher/Principal).
    - 2.1.1.2. SGS Academy Trust Designated Safeguarding Lead.

**Note:** For guidance, refer to **Appendix A** 'Procedure for Allegations/Concerns'

- 2.1.2. Personnel with designated responsibility for Child Protection and Safeguarding are as follows: Head Teacher/Principal, Assistant Head Teacher, SGS Designated Safeguarding Lead, SGSAT Designated Safeguarding Lead. For details of current post holders and their contact information please see Appendix F.

## 3. Procedure

- 3.1. **What concerns should be passed on:**
  - 3.1.1. Any suspicion or allegation that a child, young person or vulnerable adult is injured or bruised in a way which is not readily attributable to normal activities.
  - 3.1.2. Any explanation given which appears inconsistent or suspicious.
  - 3.1.3. Any behaviours which give rise to suspicions that a young person or vulnerable adult may have suffered harm (e.g. worrying emails, texts).

- 3.1.4. Any concerns that the young person or vulnerable adult may be suffering from inadequate care, ill treatment or emotional maltreatment.
- 3.1.5. Any concerns that the young person or vulnerable adult is presenting signs or symptoms of abuse or neglect.
- 3.1.6. Any significant changes in a young person or vulnerable adult's presentation, including non-attendance.
- 3.1.7. Any hint or disclosure of abuse from any person.
- 3.1.8. Any concerns regarding person(s) who may pose a risk to young person or vulnerable adult (e.g. living in a household with young people present).

### 3.2. Responding to Disclosure/Allegation

**Note:** *For guidance, refer to Appendix A 'Procedure for concerns about a student' and Appendix B – Child Protection Safeguarding procedures*

- 3.2.1. Disclosure or information may be received from students, parents or other members of the public. The School 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 a designated safeguarding officer and ensure a safeguarding referral form is completed and passed on to a designated officer within two hours of the disclosure.
- 3.2.2. Young people with learning difficulties and/or disabilities may need a different approach than other young people. Staff must be aware of any special considerations with regard to communication difficulties and equal opportunities.

### 3.3. What not to do

- 3.3.1. Staff should not:
  - 3.3.1.1. express judgement;
  - 3.3.1.2. promise confidentiality;
  - 3.3.1.3. ask leading questions;
  - 3.3.1.4. criticise or give their views;
  - 3.3.1.5. jump to conclusions;

- 3.3.1.6. examine the student (or ask them to show injuries);
  - 3.3.1.7. collude with anyone in relation to an allegation or hold onto significant information; or
  - 3.3.1.8. refer on without consulting a designated safeguarding officer
- 3.3.2. Remember – it is not the School’s responsibility to investigate a case of alleged abuse. This responsibility lies with the Police or Social Services who are trained to undertake such investigations.
- 3.3.3. Asking detailed questions about the allegations may later be interpreted as leading a student towards providing certain answers and could invalidate a later investigation by the Police or Social Services.

### 3.4. Principles

- 3.4.1. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.
- 3.4.2. Staff will:
  - 3.4.2.1. listen to and take seriously any disclosure or information that a young person or vulnerable adult may be at risk of harm;
  - 3.4.2.2. try to ensure that the person disclosing does not have to speak to another member of School staff;
  - 3.4.2.3. clarify the information;
  - 3.4.2.4. only ask open questions, “Tell me”, “Explain to me”, “Describe to me”;
  - 3.4.2.5. remain calm and don’t look shocked;
  - 3.4.2.6. not express feelings or judgements regarding any person alleged to have harmed the young person or vulnerable adult;
  - 3.4.2.7. explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
  - 3.4.2.8. reassure and support the person as far as possible;
  - 3.4.2.9. explain that only those who ‘need to know’ will be informed; and

- 3.4.2.10. explain what will happen next and that the person will be involved as appropriate.
- 3.4.2.11. Complete a Safeguarding disclosure and referral form (Appendix D) and get this submitted to a designated safeguarding officer within 2 hours.
- 3.4.3. Following any information raising concern, the designated person will consider:
  - 3.4.3.1. any urgent medical needs of the young person;
  - 3.4.3.2. making an enquiry to find out if the student is subject to a Child Protection Plan;
  - 3.4.3.3. discussing the matter with other agencies involved with the family, e.g. Social Services First Response, LADO (Local Authority Designated Officer); and
  - 3.4.3.4. the young person's wishes. As per guidance from the Local Safeguarding Childrens Boards, the approach must be child centred and the child wishes must be central to decision making.
  - 3.4.3.5. Informing the parents. Parents will only be informed IF this does not put the young person at further risk of harm.
- 3.4.4. Then decide:
  - 3.4.4.1. whether to make a child protection referral to Social Services and the Police because a young person or vulnerable adult is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- 3.4.5. Or
  - 3.4.5.1. not to make a referral at this stage;
  - 3.4.5.2. if further monitoring is necessary through pastoral support; and/or
  - 3.4.5.3. if it would be appropriate to undertake an assessment and/or make a referral for other services.
- 3.4.6. All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Services will be accompanied by a referral form.
- 3.4.7. Where there is a disagreement with a decision made by one of the designated team, e.g. not to apply Child Protection Procedures, this

should be referred to the SGS designated safeguarding lead, the cross-School designated safeguarding lead. The decision of the SGS designated safeguarding lead is final.

### 3.5. Action following a child, young person or vulnerable adult protection referral

3.5.1. The designated safeguarding officer will:

- 3.5.1.1. make regular contact with the Social Worker/Case Worker involved to stay informed;
- 3.5.1.2. provide a report for, attend and contribute to any subsequent Child/Vulnerable Adult Protection Conference;
- 3.5.1.3. contribute to any Child Protection Plan, attend Core Group Meetings and Review Child Protection Conferences; and
- 3.5.1.4. attend any Channel meetings if a Prevent referral, as and when appropriate.

### 3.6. Definitions of Abuse and Neglect

**There are main types of abuse:**

**Note:** *For guidance refer to Appendix C 'Child Protection Definitions'*

#### 3.6.1. Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

#### 3.6.2. Physical Abuse

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

#### 3.6.3. Neglect

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, clothing and shelter (including exclusion from home or abandonment);

protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### 3.6.4. Sexual Abuse

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.

#### 3.6.5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### 3.7 **Specific Safeguarding Issues (As detailed in the Keeping Children Safe in Education – statutory guidance for schools and college document – 3 September 2018)**

All staff should have an awareness of specific safeguarding issues in relation to safeguarding children, young people and vulnerable adults. More specific information is available within KCSIE (Sept 2018) on specific and emerging issues



- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So called 'honour-based' violence
- FGM
- Forced Marriage
- Radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges

Staff should also be aware of existing specific safeguarding issues including:

- Abuse
- Bullying
- Drugs
- Health and Well-being
- Online
- Private Fostering
- Violence

## **Prevent**

From 18 September 2015 the School, is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions, in providing information about a referred individual.

## **Prevent and Channel Contact Protocols at SGS**

### **Introduction**

South Gloucestershire & Stroud Academy Trust (SGSAT) has a responsibility under the Prevent Duty Guidance (March 2015), to have Internal and external information sharing arrangements for extremism related concerns and a single point of contact for Prevent related activity and if appropriate an internal School Channel panel

This document sets out these key contacts and protocols.

## Key Contacts

SGS Single point of contact for Prevent are the Head Teacher or Assistant Head Teacher in each school. For details of current post holders and their contact information please see Appendix F.

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the Home Office helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Telephone 020 7340 7264

## Resources

<http://www.preventforschools.org/>

<http://www.gloucestershire.gov.uk/safeguardingchildren/article/120326/Radicalisation--Extremism>

## The Channel programme:

[www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

## Protocol

- All staff have responsibility for ensuring that ALL suspected cases of radicalisation, whether heard directly from the alleged victim, or as 'hearsay' from other students or staff, are reported directly to the single point of contact for Prevent.
- The single point of contact will log the referral as a safeguarding concern.
- The single point of contact will liaise with the Head Teacher regarding Police requests for information.
- The single point of contact will contact the Regional Prevent Lead to discuss concerns and make a referral if appropriate.
- If deemed necessary a CHANNEL meeting will be convened, with a multi-agency approach to protecting and supporting the young person/ vulnerable adult at risk from radicalisation.

## 3.8 Recording and Monitoring

- 3.8.1 Accurate record will be made as soon as practicable. It will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location

and description of any injuries seen. Those completing the referral form should ensure that the details recorded are those of the young person / vulnerable adult who have disclosed and not those of the member of staff.

- 3.8.2 The Safeguarding and Attendance Officer will ensure information contained within this system be handled in accordance with the Data Protection Act 1998, and kept confidential and secure at all times. Access to full records on 'My concern' is via 'Trusted User' access. This access is limited to DSL, DDSL, Assistant Senco and Assistant Head Teachers.

### 3.9 **Allegations regarding person(s) working in or on behalf of School (including volunteers)**

- 3.9.1 Any suspicion, allegation of actual abuse of a child/young person or vulnerable adult by a member of staff or volunteer must be reported to the appropriate Designed Safeguarding Lead (Head Teacher) as soon as possible. If, within 2 hours of the initial concern arising, it has not been possible to contact the nominated member of staff, the matter must be reported to the SGS designated safeguarding lead.
- 3.9.2 On being notified of any such matter the nominated member of staff shall:
  - 3.9.2.1 Notify the Head Teacher/Principal; and
  - 3.9.2.2 Take such steps, as s/he considers necessary to ensure the safety of the child / vulnerable adult in question and any other child / vulnerable adult who might be at risk.
- 3.9.3 The School must also advise the Local Authority Designated Officer (LADO) within 1 working day of the allegation, who may undertake a suitable assessment.
- 3.9.4 Ensure that the person who reported the original concern completes a referral notification of the matter.
- 3.9.5 If the nominated member of staff is the subject of the allegation of the complaint, the matter must be reported to the Head Teacher.
- 3.9.6 Disciplinary action in the case of proven allegations against staff will be undertaken in accordance with the Staff Disciplinary Policy as set out in Contracts of Employment.
- 3.9.7 Appendix E – 'Flow Chart for review of process of managing an allegation of abuse by a member of staff', outlines this process.

### 3.10 Work Placements

- 3.10.1 Staff responsible for co-ordinating work placements/work experience must take the safeguarding of students, into account at the planning stage when assessing the suitability of the placement. All placements must be assessed for safeguarding risks. However, the School has a duty to put in place additional safeguards when one or more of the following conditions apply:
- 3.10.1.1 The placement is for more than one day per week;
  - 3.10.1.2 The placement is aimed at students who are vulnerable (e.g. those who have special needs or are aged under 16), regardless of the length of the placement;
  - 3.10.1.3 The workplace supervisor or a colleague will have substantial unsupervised/one-to-one access to the student (e.g. sole trader); and
  - 3.10.1.4 The placement has a residential component.
- 3.10.2 If any of the above factors apply:
- 3.10.2.1 Staff arranging, vetting or monitoring work placements must have received safeguarding training; that training must be up-to-date and they must be fully aware of the School's Safeguarding Policy;
  - 3.10.2.2 Staff must have completed the ENTO Health & Safety Qualification and safeguarding standards should be continually checked throughout the placement;
  - 3.10.2.3 Employers taking students on placements must commit to safeguarding their welfare by endorsing the School's Safeguarding Policy; and
  - 3.10.2.4 Anyone in the workplace who is specifically designated as having responsibility for caring for, training, supervising or being in sole charge of a student must be subject to disclosure procedures. They should also be briefed about what to do if they are concerned about a student's welfare.
- 3.10.3 All students on work placement should have a regular point of contact within the School, and be advised that they can discuss with that person any concerns about their placement. Any concerns raised about their work placement or any suspicions of abuse must be reported to a designated member of staff immediately and School safeguarding procedures followed.

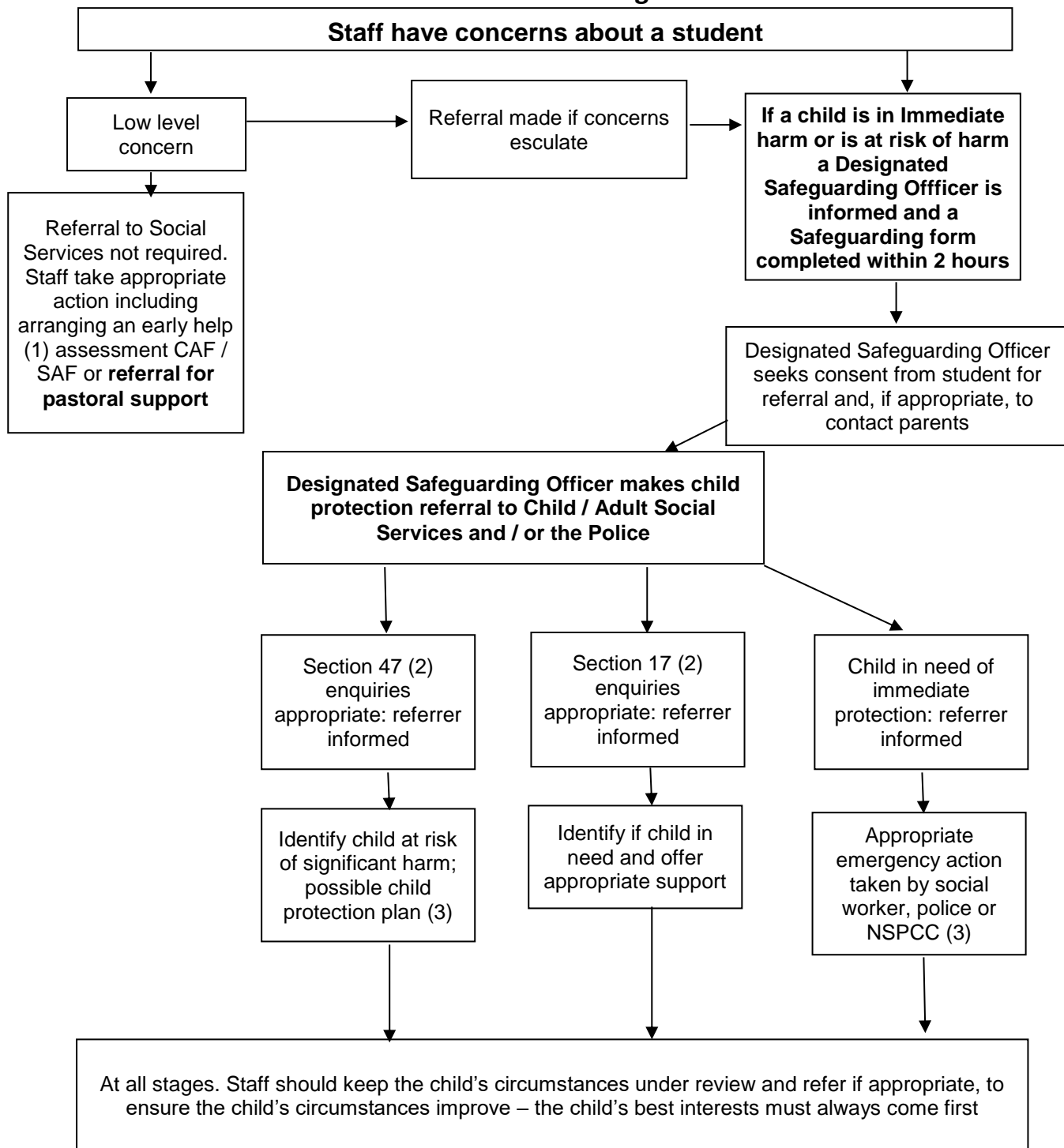
### **3.11 Monitoring and Review**

- 3.11.1 It will be the responsibility of the SGS AT Safeguarding Lead to review and monitor this policy/procedure. The Designated Leads will seek the advice of the Local Safeguarding Children's Board (LSCB), LADO, Police, Social Services and the Department of Education where appropriate and are responsible for bringing about any changes in this policy/procedure, which become necessary.

## **4 Related Legislation, Guidance, Policies and Procedures**

- 4.1 The Children's Act 2004 (Sections 11 and 16).
- 4.2 Keeping Children Safe in Education – Statutory guidance for schools and colleges.
- 4.3 Prevent Duty Guidance (1<sup>st</sup> July 2015) – Counter Terrorism and Security Act 2015.
- 4.4 The South West Safeguarding and Child Protection Procedures.
- 4.5 SGS Acceptable Facilities Usage at WISE guidelines.
- 4.6 SGS Guidelines on the use of Photographic and Visual Media.
- 4.7 SGS Guidelines for External Speakers.
- 4.8 'What To Do If You Are Worried a Child is Being Abused' – Advice for Practitioners (March 2015).
- 4.9 Ofsted Inspecting safeguarding in early years, education and skills settings (August 2015).
- 4.10 Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015).
- 4.11 Bristol, South Gloucestershire and Gloucestershire Local Safeguarding Children Board Threshold Guidance (February 2014).
- 4.12 Working Together to Safeguard Children – a guide to inter-agency working to safeguard and promote the welfare of children (March 2015).
- 4.13 SGS Staff Guidelines on Maintaining Professional Boundaries & Staff Disciplinary Policy.
- 4.14 Safeguarding Vulnerable Groups Act 2006.

### Procedure for Allegations/Concerns about the abuse of a child under the age of 18



- 1 – Early helps means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged
- 2 – Under the Childrens Act 1989, local authorities are required to provide services for children in need for the purpose of safeguarding and promoting their welfare. This includes S17 assessments of children in need and S47 assessments of children at risk of significant harm.
- 3 – This could include applying for an Emergency protection order (EPO)

## Child Protection Safeguarding Procedures

### Responding to a disclosure/allegation of abuse

If you encounter a Child Protection or Safeguarding incident you should follow these basic guidelines, which are based on material produced by the NSPCC.

- **Stay** calm.
- **Listen** carefully to what is said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- **Allow** the young person to continue at her/his own pace.
- **Ask questions for clarification only**, and at all time avoid asking questions that suggest a particular answer – do not question the student in depth, as this could potentially jeopardise any criminal investigation which may follow.
- **Reassure** the young person that they have done the right thing in telling you and do what you can to boost their self-esteem and self-confidence.
- **Tell them** what you will do next and with whom the information will be shared. Tell them that you will be speaking to the person at the School who is responsible for their protection and that they may contact the local Safeguarding Children's Board if they feel it is necessary and they will advise us as to what we should do next.
- **Record in writing** anything said using the child's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Use the Incident Report Forms for reporting abuse.
- **Contact the School Designated Officer IMMEDIATELY**, as detailed above for further advice and for onwards referral, as necessary.
- **DO NOT TALK to other people about the incident.** Others should only be made aware of this on a 'needs to know' basis. Seek support if you are personally or emotionally affected by the experience.

## Appendix C - Child Protection Definitions

### Child Protection Definitions

**Child** – A young person who has not reached their 18<sup>th</sup> birthday.

**Young Person** – Any student under the age of 18 years. The terms children and young person are used synonymously throughout the policy and procedures.

**Vulnerable Young Adult** – Any student aged 18 or over who is or may be in need of community care services by reason of mental health or disability, age or illness and who is or may be unable to care for themselves, or unable to protect themselves against significant harm or exploitation.

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

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

**Emotional Abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse** – involves forcing or enticing a child or 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.

**Neglect** – 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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Significant harm** – This is the threshold that justifies compulsory intervention in the best interest of the child. It may be due to a single traumatic event or an accumulation of significant events. There are no absolute criteria on which to rely when judging what constitutes significant harm.



## Appendix C - Child Protection Definitions

Consideration of the severity of ill treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

**Confidentiality** – A good working relationship between staff and students depends to a large extent on the establishment of trust. This may be described as a ‘confidential relationship’.

Guarantees of absolute confidentiality should not be given if it relates to child protection:

- Where there is evidence that the child is suffering or is at risk of suffering significant harm; or
- Where there is reasonable cause to believe that a child may be suffering or at risk of significant harm; or
- To prevent significant harm arising to children and young people or serious harm to adults, including through prevention, detection and prosecution of serious crime.

**Information sharing** – If a confidential disclosure is made by a student, there are circumstances where this may be shared with other parties. Wherever possible, it is best practice to get the student to agree to share the information with other named staff (“informed consent”). If the student does not agree to share the information, but you believe that if you fail to share the information significant harm may result, you have a duty to share the information.

Safeguarding Children, Young People and Vulnerable Adult

**DISCLOSURE/REFERRAL FORM – 2017/18**

(Please complete as much detail as possible)

<b>Date of referral:</b>				<b>Time of referral:</b>			
<b>Name of Referrer:</b>							
<b>Position:</b>							
<b>Contact telephone number:</b>							
<b>E-mail Address:</b>							
<b>NAME OF CHILD/YOUNG PERSON/VULNERABLE ADULT</b>							
<b>Year and House Group:</b>							
<b>Date of birth:</b>				<b>Age today:</b>			
<b>Male</b> <input type="checkbox"/> <b>Female</b> <input type="checkbox"/>		<b>Learner's mobile number:</b>					
<b>Student home address:</b>				<b>Student home phone number:</b>			
				<i>*is it ok to call the student at home?</i>			
<b>Parent/carer's name:</b>							
<b>Parent/carer's address:</b>							
<b>Parent/carer's phone:</b>							
<b>Head of House:</b>				<b>Head of House ext. number:</b>			
<b>How was the information that led to this referral disclosed to you?</b>							
E.g. directly/via a third party?							
<b>SUMMARY OF INCIDENT/OF CONCERNS</b>							
Please provide a summary of the incident/the concerns below.							
<b>Keep your observations FACTUAL and record exactly what was said and what you said.</b>							
Remember, do not lead the young person/vulnerable adult – record only actual details.							
(Continue on separate sheet if necessary)							

## Appendix D – Referral Form

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<b>Have you spoken to the parent(s)? If so, what was said?</b>	
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**Any other information you feel will be important:**

**Other agencies/organisations/individuals informed:**

<b>Contact 1</b>	<b>Name, address &amp; telephone number of organisation/individual</b>	
	<b>Name of Contact person/reference number</b>	
<b>Contact 2</b>	<b>Name, address &amp; telephone number of organisation/individual</b>	
	<b>Name of Contact person/reference number</b>	

**When form is completed, attach any supporting documents/notes and submit to:**  
Designated Safeguarding and Attendance Officer or Head Teacher (Designated Safeguarding Lead) for the school.

There must be no delay to submitting this form. **Form should be completed and given to a member of the safeguarding team within 2 hours of disclosure/concern.**

If you are unable to complete all the details you must still submit the form within this time.

**I confirm that, to the best of my knowledge, the information provided above is correct, and that I will be available to answer any further questions on this matter.**

<b>Referrer's name (print):</b>	
<b>Referrer's signature:</b>	
<b>Date</b>	

## Appendix E – Flow Chart for review of process of managing an allegation of abuse by a member of staff

### Summary of Allegations Management Procedures

