

Policy Issues and Updates

<i>Pages</i>	<i>Issue Number</i>	<i>Date</i>
Whole Document – New	1	September 2023
4 – Updates to legal. 6 – updates to local guidance 8 – DSL update and training 19 – Updates to reporting Updates to KCSIE 2024 throughout whole document – Updates to abuse, LADO(s), early help and record keeping.	2	September 2024
Change in Head of Centre	3	November 2024
Updated based on KCSIE 2025: <ul style="list-style-type: none"> ● Added statutory guidance ● Updates to roles and responsibilities. ● Updates to linked policies and procedures ● Updates to definitions ● Poor attendance added to safeguarding issues list ● Updates to appendix 1 	5	September 2025

This Policy has been approved by the Senior leaders and Director.

The policy will be reviewed annually unless circumstances arise requiring an early review.

Approved: September 2025

Signature:



Planned Review Date: September 2026

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1. INTRODUCTION

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our students' welfare is our paramount concern and is embedded in our ethos. The Head of Centre will ensure that our provision will safeguard and promote the welfare of students and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

2. OUR ETHOS

Chances Mentoring aims to provide every child with a fair and equal chance while allowing them to feel safe, positive and cared for.

We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

We recognise that all adults within our provision including permanent, temporary and supply staff and volunteers, have a full and active part to play in protecting our pupils from harm.

We will work with parents/carers/providers to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3. SCOPE

In line with the law, this policy defines a child as anyone under the age of 18 years. This policy applies to all members of staff in our setting, including all permanent, temporary, support and supply staff, volunteers, contractors and external service or activity providers

4. DEFINITION

For the purpose of this policy, we will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
(Development being defined in Working Together to Safeguard Children 2023 as Physical, intellectual, emotional, social or behavioural development)
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Misinformation.
- Disinformation
- Conspiracy theories.
- Further information around definitions of abuse can be found in Appendix A

5. LEGAL FRAMEWORK

This policy will have consideration for, and be in compliance with, the following Legislation and

statutory guidance:

5.1 Legislation

Children Act 1989 and 2004

Children and Social care Act 2017 Education Act
2002

Education (Health Standards) (England) Regulations 2003 Equality
Act 2010

GDPR 2018

Protection of Freedoms Act 2012 Safeguarding

Vulnerable Groups Act 2006

School Staffing (England) Regulations 2009,

The Children and Families Act 2014

The Sexual Offences Act 2003

Part 3 of the schedule to the Education (Independent School Standards) Regulations
2014.

5.2 Statutory guidance

DfE (2018,2024) 'Working Together to Safeguard Children

DfE (2025) 'Keeping Children Safe in Education

DfE (2015) 'What to do if you're worried a child is being abused'

DfE (2018,2024) 'Information sharing advice for safeguarding practitioners'

DfE (2018) 'Disqualification under the Childcare Act' 2006

DfE (2015) 'The Prevent duty: Departmental advice for schools and childcare providers'

DFE (2022) Filtering and monitoring standards for schools and colleges.

DFE (2013) SEND Code of Practice.

5.3 Local Guidance

Oldham LADO:

Oldham has two LADOs:

Colette Morris Office: 0161 770 8870 Mobile: 07583 101 863

Email: colette.morris@oldham.gov.uk

Wendy Nicholls: Office: 0161 770 0008 Mobile: 07974 619094

Email: wendy.nicholls@oldham.gov.uk

Allegation Management Co-ordinator:

Catherine Leach Office: 0161 770 8081 Email: catherine.leach@oldham.gov.uk

- MASH Oldham:
 - Phone: 0161 770 7777
 - Email: child.mash@Oldham.gov.uk (children)
 - Email: adult.mash@Oldham.gov.uk (adults)
 - Online referral: <https://adt.Oldham.gov.uk/mashreferrals/WR00MASH.aspx>

If you feel young person or child is in immediate danger you should contact the police.

- Police: Emergency - 999

- Police: Non-emergency – 101
- Online reporting: <https://www.gmp.police.uk/ro/report/ocr/af/how-to-report-a-crime/>

6. ROLES AND RESPONSIBILITIES

6.1 Designated Safeguarding Lead

The lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (**DSL**) Will Stewart, Bethany Peak (Head of Centre), The Deputy DSL (DDSL) is Liam Richmond

Beth@chancesmentoring.com

Will@chancesmentoring.com

liam@chancesmentoring.com

The role of the DSL includes:

MANAGING REFERRALS – the DSL will:

Refer all cases of suspected abuse to Multi Agency Safeguarding Hub (MASH) and to the Police if a crime may have been committed.

Liaise with the provider about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989, 2004

Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

If early help is appropriate the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. They will monitor any cases referred to early help and consider referral through MASH to children's services where the situation does not improve (See section 12 on inter agency working on process of making a safeguarding referral).

Refer cases to the Channel program where there is a radicalisation concern as required (see appendix E for further information on Prevent).

Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

RECORD KEEPING – the DSL will:

Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

Maintain a chronology of significant incidents for each child with safeguarding concerns.

Ensure such records are kept confidentially and securely and separate from the child's educational record.

To be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for these decisions. This should include instances where referrals were and were not made to another agency such as LA Children Social Care

or the Prevent program etc.

When a child leaves Chances Mentoring, the Safeguarding Team may make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to the receiving educational establishment in an appropriately agreed manner. Chances Mentoring will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

Consideration will be given as to whether it will be appropriate to share any information with the new school in advance of the child leaving.

INTER-AGENCY WORKING AND INFORMATION SHARING – the DSL

will:

Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989,2004.

Attend or ensure other relevant staff members attend child protection conferences, core group meetings and other multi-agency meetings, as required.

Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

The DSL will ensure that they have details of social workers and virtual school head teachers for all children who are cared for who attend their school.

The DSL will know the local arrangements for private fostering (see appendix G for further details).

DSL TRAINING

Current staff with DSL training include Callum Siddall (Proprietor), Bethany Peak (Head of Centre), Chris Brookes (Behaviour Lead), Will Stewart (Child protection Officer), Liam Richmond (Deputy Head of Centre).

Undertake appropriate training (DLS training), updated at least every three years, and update knowledge and skills at least annually in order to:

Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (See appendix A, B, D for further details on definitions and Appendix H for recognising signs of abuse).

Be aware of responsibilities under the Prevent duty (see appendix E for further details).

Understand the assessment process for providing early help and intervention.

Have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these.

Be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989,2004), those with special educational needs, pregnant teenagers and young carers.

Organise whole establishment child protection training for all staff members regularly and provide updates at least annually. Ensure staff members who miss the training receive it by

other means.

Ensure the educational establishment allocates time and resources every year for relevant staff members to attend training.

Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

Maintain accurate records of staff induction and training.

Staff with Level 2 Safeguarding training - all staff

Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.

Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the provision.

Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

DSL ROLE IN AWARENESS RAISING

Review the safeguarding and child protection policy and procedures annually and liaise with the educational establishment's governing body to update and implement them.

Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents/carers that referrals about suspected abuse may be made and the role of the educational establishment in any investigations that ensue.

Provide updates to the provision establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.

Ensure the provisions of child protection policies are known, understood and used appropriately.

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

6.2

Proprietor

The director, Mr Callum Siddall, will ensure that the policies and procedures adopted by the provider are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities

6.3 All Staff

All staff members, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Staff know that if they have any concerns about a child's welfare, they should act on them immediately (See appendix H for more detail on signs of abuse).

All staff are aware of the process for making referrals to children's social care and that statutory assessments under section 17(children in need) and section 47 (a child suffering harm, or likely to suffer significant harm) may follow a referral along with the role they might be expected to play in such assessments.

7. SUPPORTING CHILDREN

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth (See appendix C on Domestic Abuse). They may feel helpless, humiliated and have some sense of blame. Our educational establishment may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all pupils by:

Ensuring the content of the curriculum includes social and emotional aspects of learning.

Ensuring a comprehensive curriculum response to e-safety, enabling children and parents/carers.

To learn about the risks of new technologies and social media and to use these responsibly.

Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

Providing pupils with a number of appropriate adults to approach if they are in difficulties.

Supporting the child's development in ways that will foster security, confidence and independence.

Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.

Ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability- based bullying, are considered under child protection procedures. See Appendix F, I & J for further details on dealing with Child on Child Abuse.

Liaising and working together with other support services and those agencies involved in safeguarding children.

Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.

Ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them.

Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

Take children's wishes and feelings into account when determining what action to take and what services to provide.

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

Be aware of the risk factors of both Child Sexual Exploitation and Criminal exploitation of children (see appendix B).

Be aware that children can abuse other children (child on child abuse). (See appendix I)

Be aware of indicators which may signal that children are at risk from or are involved with serious crime.

Protecting Children, as they are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse this risk is part of our schools or colleges' safeguarding approach.

Understanding that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

8. RECORD KEEPING

All child protection and welfare concerns, discussions and decisions made will be recorded in writing and kept in a confidential file and stored securely online, Chances Mentoring uses CPOMS for this.

If a child about whom there have been concerns transfers to another educational establishment all appropriate information, including child protection and welfare concerns, will be forwarded under confidential cover to the pupil's new educational establishment as a matter of priority.

Good record keeping is an important part of the educational establishment's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely

decisions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

9. SAFER WORKFORCE AND MANAGING CONCERNS ABOUT OR ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

All staff will be subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education 2025: Statutory Guidance for Educational establishments and Colleges, September 2025*. This will also include social media checks as part of the safer recruitment process.

We will ensure that agencies and third parties supplying staff provide us with evidence that they have made the appropriate level of safeguarding checks on individuals working in our educational establishment. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We have a procedure in place to handle allegations against members of staff, volunteers and supply staff in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2025*. In accordance with local guidance, we adhere to Greater Manchester safeguarding procedures – Managing allegations against staff guidance and Safer Recruitment.

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor, will be dealt with by the Director.

For all information on allegations please see the whistle blowing policy.

9.1 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST SCHOOL STAFF MEMBERS AND VOLUNTEER

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our provision. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

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.

We will take all possible steps to safeguard our children and to ensure that the adults in our provision are safe to work with children. We will always ensure that the procedures outlined in Part 4 of *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2025* are adhered to.

If an allegation is made or information is received about an 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 DSL. Should an allegation be made against the DSL this will be reported to the Director.

The Director will follow the flow chart in Keeping Children Safe in Education 2025. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO(s).

Any member of staff or volunteer who does not feel confident raising their concerns with the Director should follow the company whistle blowing, should they feel that is not enough they can call the NSPCC whistle blowing helpline on 0800 028 0285 or LADO(s) (details above).

We have a legal duty to refer to the Disclosure and Barring Service (DBS) 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.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has: -

Behaved in a way that has harmed a child or may have harmed a child Possibly committed a criminal offence against or related to a child.

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

10. STAFF INDUCTION, TRAINING AND DEVELOPMENT

All new members of staff will be given induction that includes basic child protection training (High speed training, safeguarding level 2) on how to recognise signs of abuse, how to respond to any concerns, e- safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

All staff members of the school will receive appropriate safeguarding and child protection training (whole-educational establishment training) which is regularly updated by DSL (see DSL responsibilities)

Chances Mentoring will maintain accurate records of staff induction and training.

11. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

We recognise that all matters relating to child protection are confidential.

The Director or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

All staff members must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents/carers at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents / carers need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if: it would place a child at increased risk of harm; or it would place an adult at risk of serious harm; or it would prejudice a criminal investigation; or it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or required by law or a court order to share information.

Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989,2004. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

Consent is necessary for Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989,2004. Children's Social Care will assume that we have obtained consent from the parents/carers to share information unless we make them aware that there is a specific issue about consent. This will be

If we are in any doubt about the need for seeking consent, we will get advice from the DSL or from the Multi Agency Safeguarding Hub (MASH).

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

12. INTER-AGENCY WORKING

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so.

12.1 Early Help for Children and Families

Most parents/carers can look after their children without the need of help other than from their family or friends. However, some parents/carers may need additional help from our provision or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our provision will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018, 2024* and local guidance, to any child who needs it.

We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

Early help I support for children of all ages that improves a family's resilience and outcomes or reduces the chance of problems getting worse.

12.2 Operation Encompass

We work together with the police to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult at the Provision before the child or children arrive at school the following day (it is the education providers responsibility to also inform the provision). This ensures that the Provision has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. (Please see Appendix C)

12.3 Mental Health

We will work with a range of services to identify and support children who may be suffering from mental health issues.

Chances Mentoring are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health

problem.

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

Will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

12.4 Reporting a Safeguarding Concern

All safeguarding concerns meeting threshold or requiring more support will be reported to the Children's Multi Agency Safeguarding Hub using the Multi-Agency Request for Service Form (MARS). Chances Mentoring understand that not all safeguarding concerns will meet the threshold of MASH and therefore only those that may meet the threshold will be reported.

<https://adt.oldham.gov.uk/mashreferrals/WR00MASH.aspx>

The safeguarding functions within the Children's Multi-Agency Safeguarding Hub bring together all the multi-agency resources to provide a quick and robust response to safeguarding children at the front door.

Referrals may also be made for Early Help intervention by completing a MARS, this will enable the school to work with the family and other professionals to provide a coordinated multi-agency package of support.

https://www.oldham.gov.uk/info/200386/protecting_children/2456/early_help_for_families

Other safeguarding concerns that do not meet threshold for MASH will be reported, if allocated, the child's social worker and/or Early Help Worker and/or any other relevant professionals.

Staff are also able to make these arrangements and do not always need to be the DSL. Should a staff member need support or help they can seek this from the DSL of DDSL.

There is also information available on the level of need should staff require more information,

<https://www.olscb.org/professionals/assessments/#:~:text=Oldham%20Safeguarding%20Partnership%20has%20set,more%20acute%20requiring%20specialist%20intervention.>

13. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK

PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of Chances Mentoring safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2025*. If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

WHISTLE-BLOWING AND COMPLAINTS

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of the provision. If necessary, they will speak with the Director, or with the Local Authority Designated Officer (s).

We have a clear reporting procedure for children, parents/carers and other people to report concerns or complaints, including abusive or poor practice.

We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

14. SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and to report concerns that may come to light.

We check the identity of all visitors and volunteers coming into the provision. Chances Mentoring will not accept the behaviour of any individual, parent or anyone else, that threatens the provision security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access.

15. ONLINE SAFETY

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

'Content' risks related to online safety now include:

- Misinformation
- Disinformation (including fake news)
- Conspiracy theories

This is laid out in paragraph 135 of the Keeping Children Safe In Education 2025 policy.

16. MISSING FROM PROVISION

A child going missing from the provision is a potential sign of abuse or neglect, particularly on repeat occasions.

Should a child go missing, staff will follow the missing from education policy.

At Chances Mentoring we have appropriate safeguarding responses to support children who go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing again.

We may request more than one (2 minimum where available) emergency contact number for each pupil or student to be able to contact more than one responsible adult if a child who is missing education is also identified as a welfare and /or safeguarding concern.

We will follow Keeping Children Safe in Education September 2025 guidance and statutory guidance around children missing from Education.

17. LINKED POLICIES AND PROCEDURES

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- Missing from education policy
- Behaviour Policy.
- Lone working policy.
- E – Safety Policy.
- GDPR Policy.
- Health and Safety Policy.
- Physical Intervention Policy.
- Using AI in school policy
- SEND Policy.

APPENDIX A – DEFINITIONS

1 DEFINITIONS

Abuse, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, 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. In line with KCSIE 2025, this also includes domestic violence, including if they see, hear or experience its effects.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Self harm, self mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and development; updated in KCSIE 2025 to preventing impairment of children's mental and physical health and development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989,2004 states where the question of whether harm suffered by a child is significant turns on the child's mental and physical health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.

2 CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyberbullying)
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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
- ensure access to appropriate medical care or treatment

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of

them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3. SPECIFIC SAFEGUARDING ISSUE

Staff should be aware of specific safeguarding issues such as:

- Poor attendance.
- child missing from education
- children and the Court System
- child missing from home or care
- children with family members in prison
- child sexual exploitation (CSE)
- child criminal exploitation - county lines (CCE)
- bullying including cyberbullying
- domestic abuse
- drugs
- E-safety
- 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)
- homelessness
- "honour-based" abuse
- mental health –and possible links to indicators of abuse, neglect or exploitation
- child on child abuse
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- serious violent crime
- sexting (also known as Youth Produced Imagery)
- sexual violence/harassment
- teenage relationship abuse
- trafficking
- upskirting

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Information on the CCE Definition can be found on page 48 of Home office Serious Violence Strategy.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

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. Exposure to domestic abuse and/or violence 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.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of these dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing Radicalisation

Children are vulnerable 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. 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 vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need 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. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent Duty

All schools and colleges are 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.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Youth Produced Imagery

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern..

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

Parents and carers often fail to notify provisions about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. This could be a stepparent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or into prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

Provision staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

RECOGNITION – WHAT TO LOOK FOR

Staff members should refer to detailed information about the categories of abuse.

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups.

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs. Communication issues can be a barrier to effective safeguarding

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN- CHILD ON CHILD ABUSE

At our provision we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults.

We have a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that some Mentee's will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Behaviour Policy. Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- Behaviors linked to issues such as drug taking and/or alcohol misuse, unexplained and/or persistent absence from education.
- The Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour. Shore Space offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.
- The NSPCC provides free and independent advice about HSB: NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework.
- Beyond Referrals | Contextual Safeguarding provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- StopItNow – Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Serious violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from the provision, 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.

Safeguarding allegations

It is important to remember that child-on-child Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which

are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a Mentee, some of the following features will be found.

The allegation:

- is made against an older Mentee and refers to their behaviour towards a younger Mentee or a more vulnerable Mentee.
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment.
- indicates that other pupils may have been affected by this pupil.
- indicates that young people outside the educational establishment may be affected by this pupil.

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol.

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties.
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed in and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The Provision should be informed that the young person raises safeguarding concerns, for example, they are coming back into the provision following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL or members of the Safeguarding team should contact the Children's Hub or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL or member of the Safeguarding team will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/carers informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN THE PROVISION.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff will be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

SAFER RECRUITMENT

Our PROVISION has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the Provisions commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2025*.

At least one member on every short listing and interview panel will have completed safer recruitment training. The Director is responsible for ensuring that safer recruitment training is kept up to date.

The Director is responsible for ensuring that our **single central record** is accurate and up to date.

We will check a teacher's record before they start working for us as part of your safeguarding checks.

As an organisation that may use a teacher supply agency, we will get confirmation from the agency that they have completed the safeguarding checks.

We can check a record for anyone with a teacher reference number (TRN), including:

- teachers and former teachers
- teaching assistants and higher level teaching assistants

We can use this service to check the records of multiple teachers at once.

A teacher's record tell us whether they have:

- qualified teacher status (QTS), qualified teacher learning and skills (QTLS) status, or early years teacher status (EYTS)
- passed their induction
- national professional qualifications (NPQ) or mandatory qualifications for teaching pupils with sensory impairments
- been prohibited from teaching by the Teaching Regulation Agency
- had sanctions or restrictions placed on them by the General Teaching Council for England (GTCE)
- been found guilty of serious misconduct but not prohibited from teaching

It will not tell us whether someone:

- is allowed to manage or govern schools – we need to check the section 128 list
- is barred from working with children – regulated employers can check the DBS's children's barred list using the check the children's barred list service

We will only check the children's barred list if a candidate:

- will start working with us while waiting for the result of an enhanced DBS check
- does not need an enhanced DBS check because they've worked with children in a school or college within the last 3 months.