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| **Child Protection & Safeguarding Policy** **School & College** |

**Policy application: - Education and Life Skills – School & College**

**Job title of the author: - Raisa Tryon - Designated Safeguarding Lead**

**Responsibilities for implementation: - Director of Education**

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**Key Personnel - PLEASE SEE APPENDIX 1 FOR CONTACT DETAILS**

Named personnel with designated responsibilities for Child Protection and Safeguarding:

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| --- | --- | --- |
| **Designated Safeguarding Lead** | **Deputy Designated Safeguarding Lead** | **School & College Safeguarding Governors** |
| Raisa Tryon | Zoe Wright Joanne Hall Kate Tierney Angie FisherLily CarneyGreg Shelley | Fenella Cannings-Jurd– School GovernorPauline Butterworth – College Governor |

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| **Designated Safeguarding Lead contact details:**  |
| Raisa.tryon@davidlewis.org.ukTel: 01565 640180  |

Named personnel with designated responsibilities regarding allegations against staff or those working within the school & college:

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| **Designated Safeguarding Lead** | **Director of Education** | **Chair of Governors** |
| Raisa Tryon | Angie Fisher | Vicky Halliwell - SchoolCarole Spencer - College |

**Additional Responsibilities**

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| **Mental Health Lead** | **Student Support Lead**  |
| Joanne Hall  | Lily Carney |

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| **Board of Governors/Governing Body** | Each Governing Body has a nominated Governor who leads on safeguarding in their Governor role. The Board of Governors have overall responsibility for advising and overseeing the strategic vision on safeguarding and ensuring appropriate safeguarding policies and procedures are in place. The Board of Governors shall oversee that appropriate systems are in place to safeguard and promote both children’s & adults’ welfare and will work alongside the Chief Executive Officer (CEO) and Director of Education. |
| **Chief Executive Officer (CEO)** | The CEO makes up part of the Governing body and will ensure that appropriate systems and strategies are in place to safeguard and promote both children’s & adults’ welfare at David Lewis. The CEO ensures that David Lewis is able to provide adequate funding to the education sector of the charity in order for it to run smoothly and implement all necessary safeguarding policies and procedures. |
| **Director of Education** | The Director of Education has executive responsibility for safeguarding children and young adults at David Lewis School & College as well as the implementation of this policy. The Director of Education is also responsible for ensuring that adequate resources are available to the school and college in order for all elements of safeguarding to be implemented,  |
| **Designated Safeguarding Lead** | The Designated Safeguarding Lead is responsible for managing the safeguarding of children and adults at David Lewis School & College and for addressing any concerns relating to this policy not being followed. The Safeguarding Lead takes lead responsibility in managing safeguarding concerns and will liaise with statutory and outside agencies that are involved in child and adult protection.  |
| **Director of People, Culture and Systems** | The Director of People, Culture and Systems will ensure that Safer Recruitment processes are in place for all staff appointments and that these are invoked and adhered to. The HR department will maintain a Single Central Record (SCR) which details the DBS reference number and the outcome of the check. They will undertake an enhanced DBS check for all staff every three years.  |
| **Student Services Manager** | The student services manager will ensure that all staff receive adequate, appropriate and timely training and refresher training as stipulated in this policy  |
| **All staff**  | All staff have a duty to report any safeguarding concerns and attend required training as well as read part 1 of Keeping Children Safe in Education (KCSIE) and Annex A (where appropriate). It is the duty and responsibility of every member of staff to ensure they are familiar with, and regularly refresh their knowledge of the aspects and indicators of abuse. Staff are to immediately report any CONCERNS or SUSPICIONS regarding the abuse of a child/young adult or any ALLEGATION of possible abuse of a child/young adult, to the DSL. If staff have any doubts whether or not an incident or situation constitutes as a safeguarding issue, it should still be reported to the DSL for further deliberation. |

1. **Introduction**

The David Lewis recognises the important role that our school and college and its staff have in the wider safeguarding system for children and young adults. ALL staff have a responsibility to provide a safe environment in which children and young adults can learn. David Lewis fully adopts statutory guidance Keeping Children Safe in Education 2024.

<https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf>

David Lewis is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

Our education provision is a safe place for children and young adults and our responsibility for safeguarding all that attend, is taken seriously. As a charity and education provider, we are responsible for ensuring that our school and college not only has thorough and robust child protection and safeguarding policies and procedures in place, but that they are implemented and followed through by all members of staff.

David Lewis recognises the responsibility they have under Section 175 of the Education and

Inspections Act 2006, to have arrangements for safeguarding and promoting the welfare of

children and young adults in place. This policy demonstrates the school’s commitment and compliance with safeguarding legislation.

This policy should be read in conjunction with the following guidance:

* Working Together to Safeguarding Children 2023
* Keeping children safe in education 2024
* The Care Act 2014
* Mental Capacity Act 2015
* Prevent duty guidance 2023
* Behaviour in schools: advice for head teachers and staff DFE 2022
* Safer Working Practice Guidance for those working with children and young people in education settings May 2022
* Local Authority Safeguarding Children’s Partnership for procedures

And the following David Lewis policies:

* Staff behaviour policy
* Code of conduct
* Attendance Policy
* Mental Capacity Act Policy
* PHSE/SRE Policy
* Visitors to School Policy
* Prevention of Radicalisation & Extremism Policy
* Missing Child Policy
* Out of school Activities Policy
* E Safety Policy
* Anti-Bullying Policy
* British Values policy
* Mental Health and Wellbeing policy
* Mobile phone policy
* Whistleblowing Policy (Public Interest Disclosure)
* Positive Behaviour Support policy
* Statement for the use of seclusion
* Relationship and Sexuality Policy

Safeguarding and promoting the welfare of children and young adult’s is everyone’s responsibility. Everyone who comes into contact with children, young adults and their families and/or carers, have a role to play in keeping them safe. In order to fulfil this responsibility effectively, all practitioners at David Lewis school and college are committed in making sure that they work in a way which is student-centred. This means that the best interest of the child or young adult is at the forefront of all of our decision making.

No single practitioner can have a full picture of a student’s needs and circumstances. If the child, young adult or their families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying the concerns, sharing the information and taking prompt action. Through our day-to-day contact with students and their families, staff take notice of indicators of possible abuse or neglect and will report it to the Designated Safeguarding Lead (DSL) who will then consult with the relevant services within Cheshire East and other local authorities. We recognise that we form part of the wider safeguarding system for our students and endeavour to have effective communications and strong working relationships with partner agencies, parents, carers and families. This responsibility also means that we are hyper-aware of the behaviour of staff in the school whereby we maintain an attitude of ‘it could happen here’ wherever safeguarding is concerned and provide a rolling agenda of training around spotting the early signs of abuse.

In our school and college, we ensure that:

• All students, regardless of age, gender, ability, culture, race, language, religion or sexual

identity, are treated equally and have equal rights to their physical and emotional protection

• All staff act on concerns or disclosures that may suggest that a student is at risk of, or has been harmed.

• Students and staff involved in any safeguarding issues receive appropriate support throughout and post incident.

• Staff adhere to the David Lewis Code of Conduct and report any concerns whereby another staff member is seen to be not adhering to the code.

• Staff have a good understanding of what to do in the event that an allegation is made against any adult working within the setting and how to ensure that our students’ immediate safety is prioritised.

• All staff are aware of what support David Lewis can offer students and their families in terms of early help support and are updated on any plans that are implemented to ensure that relevant referral assessments and interventions take place.

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

• All staff understand a student’s poor or challenging behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse. Staff are aware of how to report concerns regarding changes in behaviour and will seek the advice of the on-site specialists and/or safeguarding leads.

• Staff have received advice, support and training with regards to Positive Behaviour Support and Trauma Informed Practice. This enables staff to provide a holistic and sensitive approach to each student and support emotional growth and wellbeing.

This policy is available on the David Lewis website and printed copies of this document are available to parents and carers upon request. We inform parents and carers about this policy when their children join our school and through our termly school newsletter.

The policy is provided to all staff alongside our Staff Code of Conduct. All staff at the school receive a safeguarding induction training session and a minimum of an annual refresher to ensure that knowledge and awareness of how to safeguard students is up to date. All staff are provided with at least Part one of Keeping Children Safe in Education 2024 and are required to sign to indicate that they have read and understood it. In addition to this, the Designated Safeguarding Lead offers termly training on different topics that are relevant to those we support therefore enabling staff to further their understanding of their responsibility to keep children safe.

All staff at David Lewis, take the safeguarding of each student very seriously. This means that if they were to have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the student is safe and well protected. This is never an easy action, nor one taken lightly. Staff are aware that this has to the potential to lead to challenges from parents/carers but will at all times, remember that the welfare of the student is paramount and will continue with the best interest of the student at heart.

1. **Aims**

To provide staff with the framework to promote and safeguard the wellbeing of children and young adults and in doing so, ensure they meet their statutory responsibilities: -

• To ensure that there is consistently good practice across the school and college from all staff members

• To demonstrate our commitment to protecting children and young adults in all capacities

• To raise the awareness to all staff, of the need to promote the safety of all students and adhere to their responsibilities in identifying and reporting possible cases of abuse

• To emphasise the need for good communication between all members of staff in matters

relating to child and adult protection and safeguarding

• To create positive and trustworthy relationships with parents and carers, keep them updated on any concerns being raised and involve them in the safeguarding of their child, where it is safe to do so

• To acknowledge the differing communication styles for parents/carers and adapt so that they are given the best

• To maintain empathy for families who may be struggling and approach concerns in a respectful and non-blaming manner

• To create opportunities for our students and their families to have their voices heard and be involved in safeguarding protocols wherever possible

• To learn from previous safeguarding concerns from within the organisation as well as from the local authority and nationwide, in order to make any necessary changes which support the safety of all children and young adults

• To promote safe practice and encourage challenge for poor and unsafe practice

• To promote and enhance effective working relationships with other agencies involved with

safeguarding and promoting the welfare of children and young adults, especially with children’s and adults social care, Police & healthcare professionals

• To ensure that all members of the school and college community are aware of our procedures for ensuring staff suitability to work with children and young people and have their enhanced DBS check renewed every 3 years.

• To ensure that staff understand their responsibility to support all students who have suffered

abuse in accordance with their agreed plan e.g. Child in Need/Child Protection Plan/Care & Support Plans

1. **Scope of this policy**

This policy applies to all members of the school and college community (including staff, students, volunteers, supply teachers, parents/carers, visitors, agency staff and students, or anyone working on behalf of David Lewis.

1. **Definitions of terms used in this document**
* **Child Protection**: refers to the activity undertaken to protect specifically children, who are suffering, or are likely to suffer, significant harm.
* **Safeguarding and promoting the welfare of children** **and young adults:** refers to the process of protecting students from maltreatment, preventing the impairment of students mental and physical health or development, ensuring that students are growing up in circumstances consistent with the provision of safe and effective care, and acting to enable all students to have the best life chances.
* **Early Help**: refers to the support offered to a child and their family as soon as a problem emerges, which can be at any point in a child’s life, from the foundation years through to the teenage years. Early help support plans require a lead professional to create and oversee the plan and can be facilitated by an Early help practitioner or even a member of school management.
* **Abuse**: refers to a form of maltreatment of a person. Somebody may abuse or neglect a person by inflicting harm or by failing to act to prevent harm from happening. Harm can include ill treatment that is physical, psychological, sexual, financial or technological as well as including the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children and vulnerable young adults who live in homes were domestic abuse is prevalent. Children and young adults may be abused within their family or within an institutional or community setting by those known to them or, more rarely, by those unknown to them.
* **Staff**: refers directly to all those working for or on behalf of the school and college setting in either a paid or voluntary capacity, full time or part time. This also includes management, DSL, members of the executive team and Governors.
* **Child/ren**: refers to all children who have not yet reached the age of 18. On the whole, this will apply to students from our own school; however, the policy will extend to children visiting from other establishments
* **Young adults**: refers to all students 18+, on the whole, this will apply to all students who access the David Lewis college and those in Year 13 at school.
* **Parents/carers**: refers to birth parents and other adults who are in a parenting role e.g. carers, stepparents, foster parents, and adoptive parents.
1. **Prevention**

Children and young adults need to feel secure in a safe environment so that they are able to thrive and learn to the best of their ability. We achieve this by ensuring that:

* We provide education via a PSHE curriculum to all students on how to develop realistic attitudes to their responsibilities in later life and are equipped with the skills needed to keep themselves safe; including, understanding and recognising healthy & unhealthy relationships and what support is available to them if they find themselves in an unhealthy one. Added PSHE support will be added holistically for those students who are deemed to need further input and can concentrate on particular areas of safety and prevention. This could be, for instance, safety within relationships of a romantic nature (where this is appropriate for the student) or of a friendship or familial nature.
* We offer support to students to be able to recognise and manage risks in different situations, including: accessing the internet, being able to judge what kind of physical contact is and isn’t acceptable, knowing their right to be listened to in regards to consent, recognising when they are being pressurised from others, recognising when someone is having a negative impact on their emotional safety, threats to their personal safety and well-being and supporting them to develop effective ways of responding to and reporting their concerns
* All staff are aware of school and college guidance for their use of mobile technology and how they are not permitted to use or have them out when on centre. Staff have had discussions around the safeguarding issues regarding the use of mobile technologies and their associated risks
* Appropriate filters and monitoring systems are in place to support online safety and allow us to intervene as early as possible in order to keep our students safe; however, we are careful that “over blocking” does not lead to unreasonable restrictions as to what students can be taught with regards to online teaching, remote learning and safeguarding
* All adults feel comfortable and supported to draw safeguarding issues to the attention of the Designated Safeguarding Lead and can pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard our students
* Emerging themes are proactively addressed and fed back to the local authority for them to assess
* We operate a level of transparency with the local authority when it comes to safeguarding concerns for adults that meet their Care Concern threshold, as they are reported via a referral portal once David Lewis has acknowledged, addressed and implemented a support plan to limit the opportunity for the concern to happen again.
* Being involved in the local children’s partnership board to ensure a coherent approach so that multi-agency awareness and strategies are developed
* We comply with ‘Working Together to Safeguard Children’ 2023 and support the local authority Safeguarding Children’s Partnership to ensure that our policies and procedures are reflective of any updated legislation
* We systematically monitor student welfare, keep accurate records of strengths and concerns, communicate with parents & carers and notify appropriate agencies whenever necessary
* All staff are informed of a student’s circumstances which alters their level of vulnerability to abuse which enables them to be proactive in recognising and identifying their needs
* All staff are aware that the students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, they may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a student.
* Staff determine the best way to build trusted relationships with all our students whilst facilitating the correct form of communication which ensures safer working practices.
* The voice of the individual is paramount; therefore, our students are actively involved safeguarding development. There is an established student council within college who meet termly to they discuss safety and welfare issues within the school.
* We consult with, listen and respond to students; the arrangements for this are via the college student council, student questionnaires and focus groups. We also ensure that the students are aware of who the Designated Safeguarding Lead is and how they can contact them
* We use research & evidence to inform our prevention work
* We have robust policies and procedures in place which are regularly reviewed and updated
* We follow safer recruitment guidelines and ensure that all staff have an enhanced DBS check prior to starting
1. **Low level concerns**

We understand that the term ‘low-level’ concern does not mean that it is anymore insignificant than a concern. The term ‘low-level’, refers to any concern regarding staff behaviour that doesn’t warrant any form of escalation at the point of reporting. However, we remind staff of the importance of reporting low level concerns about colleagues, as an accumulation of them can identify potential patterns of concerning, problematic or inappropriate behaviour which can be identified and responded to. Where a pattern of behaviour is identified, the Designated Safeguarding Lead will liaise with the Director of Education, Head of school or Principal of college who will decide on a course of action. This might be internal disciplinary procedures, or a referral to the LADO if the harms threshold is met. The Head of school or Principal of college will consider if there are any wider cultural issues in school or college that enabled the behaviour to occur and if appropriate, revise any policies or add in extra training to minimise the risk of recurrence.

We remind staff that no matter how small the concern seems and even if it is no more than causing a sense of unease or a ‘nagging doubt’, to report to the Designated Safeguarding Lead or Deputies for oversight.

1. **Early Help**

All staff have been given information to help them understand the ‘Continuum of Need’ and Child Protection procedures, to ensure that the needs of our students are effectively assessed and that decisions are based on a student’s development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made and do so in a timely manner. We actively support multi agency planning for these children and young adults and in doing so, provide information from the student’s point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they may seem. Staff members always act in the best interests of the student and are aware of their responsibility to act as outlined in this policy. In our school and college, staff are aware that they must be prepared to identify students who may benefit from early help and support in evidence gathering so that the correct lead professional is appointed.

The staff are alert to the potential need for early help with all our students due their diagnosis and additional needs. Our staff are also aware of the further contributing factors which may make our students more vulnerable such as:

• showing signs of being drawn into or coerced into anti-social or criminal behaviour, including gang involvement and/or association with organised crime groups and county lines

• has had frequent missing episodes from care or home

• heightened risk of modern slavery, trafficking or exploitation

• heightened risk of being radicalised or exploited

• has a family member in prison or is affected by parental offending

• is in a family circumstance presenting challenges for the child/young adult, such as drug and alcohol misuse, adult mental health issues and domestic abuse etc.

• is or is suspected to be misusing drugs or alcohol themselves

• has returned home to their family from being in care or has left home to go into care

• is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage

• is a ‘privately fostered child’

• is persistently absent from education, including persistent absences for part of the school/college day without good reason

If there are concerns about a student’s welfare that do not meet the thresholds of child or adult abuse, the school and college will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan can reduce the risk of subsequent abuse and limit the chance of harm occurring.

If a member of staff has concerns about a student, they need to decide what action to take and when to take it. There should be a conversation with the Designated Safeguarding Lead as per the reporting guidelines, to agree a course of action although the staff member can make a referral to Children’s Social Care, the Police or Adult Social Services themselves if they feel it necessary. Other options could include referrals to specialist services or early help services and should be made in accordance with the referral threshold set by the local authority’s Safeguarding Partnership. Before any referrals are made to Early Help, permission from parents/carers must be sought. This allows us to maintain transparency and a strong and trusting relationship with our student’s families as well as giving them the opportunity to address any support needs themselves. The action of asking permission from parents should only be used if the concerns noticed, are deemed to not pose further risk to the child, if the parents/carers were to be made aware of it. If the risk to child would escalate with parents/carers being informed, it is likely that the concern requires escalating further than early help and permission is no longer required before making a referral. It is at this point that advice should be sought from children’s or adults social care on what threshold the concern sits at and whether to go ahead with a full referral or to ask permission to refer to Early Help.

In the first instance, staff should discuss ‘Early Help’ requirements with the Designated

Safeguarding Lead. It is from here that conversations can be held with parents/carers to identify if they also feel in need of support. If Early Help is deemed appropriate, the Designated Safeguarding Lead will liaise with other agencies and set up an inter-agency assessment as appropriate. As staff may be required to support other agencies and practitioners as well as parents/carers and students in an early help assessment, all staff have been made aware what the relevant assessments entail and will be offered support from the Designated Safeguarding Lead whilst taking part. Where Early Help and or other support is agreed and implemented, we ensure that the situation for the student is kept under constant review. If the student’s situation doesn’t appear to be improving, we will take the necessary action and escalate to the appropriate professionals. All students in our school and college are made aware that there are adults whom they can approach if they are worried about something or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and students. This is via the school newsletter, letters home, the school website and specific staff

training.

1. **Child in Need and Child Protection**

At David Lewis school, we ensure that we follow the Local Authority multi agency practice to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other professionals on behalf of children where we feel the standards are not being met. The Director of Education, Designated Safeguarding Lead and Deputies are aware of the local authority Escalation Procedure.

1. **Cared for children (Looked after children)**

Some of the children at David Lewis School are cared for children. All of our staff have the skills, knowledge and understanding that is necessary to keep Cared for Children safe. The Director of Education, Designated Safeguarding Lead and Deputies are aware of all the students that are currently cared for and the rationale behind them no longer living with family, as this allows us to strengthen our approach to supporting their needs. It can also provide insight into any previous trauma the student may have and allows us to cater our approach to them in a way which can avoid any potential triggers.

1. **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a

local authority) for the care of a child under the age of 16 years (under 18, if disabled) by

someone other than a parent or close relative, in their own home, with the intention that it

should last for 28 days or more. A close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority

at least six weeks before the arrangement is due to start as not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we

recognise that they are a potentially vulnerable group who should be monitored by the local

authority. In some cases, privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements, they are aware

that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Local Authority. Where a family has not informed the local authority or was unaware of their obligation to do so, the Designated Safeguarding Lead should explain to the family that we have a mandatory duty to report to the local authority whenever we become aware of, or suspect that, a child is subject to a private fostering arrangement.

To aid our awareness, we ensure that we establish parental responsibility for every child and take steps to verify the relationship of the adults to the child when we enrol them.

1. **Children and young adults requiring mental health support**

David Lewis recognises that education has an important role to play in supporting the mental health and wellbeing of their students. We acknowledge that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. We ensure that all staff are aware of who our Mental Health Lead is as well as our Positive Behaviour Support Practitioner’s, so we can provide our student’s as well as their parents/carers, access to the support and advice they may need.

1. **Students with special needs and disabilities**

All students at David Lewis have an EHCP and all staff have the knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children and adults with disabilities. Local authorities review the plan and work closely with David Lewis, the student, parents and carers to make sure that the student’s needs are being met and that the EHCP addresses all areas of support required.

These barriers can include:

• assumptions that indicators of possible abuse such as changes in behaviour, mood and injury relate solely to the student’s disability and aren’t offered further exploration

• student’s with SEN and disabilities being disproportionally impacted by things like bullying or restrictive practice without outwardly showing any signs of impact

• communication barriers which limit the student’s opportunity to divulge information

• Lack of resources for families to over these barriers

We aim to build the necessary skills in our staff so that they can safeguard and respond to the specific needs of all of our students within our provision.

1. **Concerns about a child or young adult- recording and reporting**

Our recording procedures for children are in line with those outlined in KCSIE 2023.

If a member of staff is concerned that a student is in immediate danger or is at risk of harm, they must report this to the Designated Safeguarding Lead or Deputies without delay. Staff are aware that keeping our student’s safe, takes priority over everything else and will make sure that the student is away from anything that could cause them harm, before raising the alarm. A detailed written record should be made as soon as possible, following the

disclosure/concern being raised and must be on the same working day via the School Pod application.

Where a staff member has a conversation with a student who discloses abuse, they are requested to follow these basic principles:

• remain calm

• listen and show the student that your fully engaged in the conversation

• Don’t ask leading questions but do ask open ended questions which may prompt the student to describe further details

• Utilise the student’s chosen communication method – make sure that any communication aids that can support the student in their disclosure, are available to them

• never stop a student who is recalling significant events, it may take them some time to remember key details. Allow them to take their time and feel unpressured to speak.

• never ask a student if they are being abused, this is a leading comment and can cause anxiety and upset

• make a record of the discussion to include time, place, persons present and exactly what was said (use their wording/language – do not substitute words)

• at no time promise confidentiality to a student. Make sure they are aware that you will have to pass the information on if you feel their wellbeing or safety is at jeopardy

• never take photographs of any injury, this will be done by social care if they feel the need to intervene

• never undress a student to physically examine them

• Provide the student with a safe haven or quiet area that they can utilise if they want future support

• remind all students that they are being taken seriously, regardless of how long it has

 taken them to come forward and that they will be fully supported and kept safe.

• where abuse has occurred online, it will not be downplayed and will be treated as seriously as concerns stemming from in person contact.

Staff are aware that they should not question the student; other than to respond with **TED**:

**Tell** me what you mean by that, **Explain** what you mean by that or **Describe** that. These are open ended questions and allow the student to use their own words and language to explain how they feel.

The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information. Although the method of reporting concerns to the local authority is very similar for children and adults, the order in which parents are informed will differ, as there is no legal obligation to inform the parents of the adults attending our provision. For example, parents/carers of children will be asked for consent (unless it is deemed unsafe to do so) prior to a referral being made to children’s services, whereas parents of adults attending our provision, do not need to be asked for consent. In the instance that a young adult requires a referral to adult social services, the young adult should be asked if they consent for themselves, if they have the capacity to make that decision.

We recognise that parents may hold key information about incidents/allegations and therefore, in the majority of situations, parents of children will be spoken to first, in order to gather their wishes and feelings and to gain their consent to discussing the situation with other professionals outside of the organisation.

Staff are aware that there will be some instances whereby speaking to a child’s parents, could further endanger the child and it is in these situations, that they would still report to the Designated Safeguarding Lead but would not alert parents to the raised concern as this could jeopardise the student’s welfare. In these instances, the Designated Safeguarding Lead would refer to Children’s social services for advice and support on the matter and inform them that the child’s parents are unaware of the referral.

The following situations are the instances in which parental consent would **not** be gained prior to a referral:

• Discussion would impede a police investigation or social work enquiry

• Sexual abuse is suspected

• Physical abuse is suspected

• Organised or multiple abuse is suspected

• Fabrication of an illness is suspected (reasonable evidence)

• Female Genital Mutilation (FGM) is suspected

• Forced marriage is suspected

• Honour Based Abuse is a possibility/is suspected

• Extremism or radicalisation is suspected

• County Lines activities are suspected

Staff are also aware that even in situations where the parent has been asked for consent to share a concern and has refused, the safety of the child is paramount and concerns should still be shared if staff feel the risk to the child is high. In addition to this, a referral will not be delayed if it has not been possible to contact the parents/carers.

A consultation should take place with social care and/or the police immediately. Where a student lives in a different local authority to where the school and college is, the Designated Safeguarding Lead will follow the reporting procedures for that authority. Where possible, we ensure that contact with outside agencies is done through the Designated Safeguarding Lead or their Deputies; however, staff are aware that anyone can make this contact. Where a member of staff makes contact, they ensure that they make the Designated Safeguarding Lead aware as soon as possible for continuity of support and transparency.

Safeguarding records are held electronically on the School Pod system. Safeguarding and Child protection records are stored securely and are separate from the main student file. Authorisation to access these records is controlled by the Designated Safeguarding Lead, Director of Education and Deputy Head. All records provide a factual, accurate and evidence-based account including dates and times where contact with professionals and family members were made. All records are signed, dated and where appropriate, witnessed.

The school and college ensure that safeguarding information, including and previous Child Protection information is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

• used fairly and lawfully

• for limited, specifically stated purposes

• used in a way that is adequate, relevant and not excessive

• accurate

• kept for no longer than necessary

• handled according to people’s data protection rights

• kept safe and secure.

We ensure that information is transferred safely and securely when a student with a

Safeguarding Record transfers to another school. We also make sure that we receive safeguarding records for students who are leaving their provision to join ours. This is only applicable for children under 18 as it not obliged for our young adults attending college. We also ensure that key workers or social workers are notified when a child leaves the school (as appropriate).

1. **Students Absent from Education and at risk of Missing from Education**

Under Section 175 of the Education Act 2002, we have a duty to investigate any unexplained

absences, especially as a child being absent from education is a potential indicator of abuse or neglect. We utilise this guidance for our young adults in our provision as they are equally as vulnerable as the children that attend. At David Lewis, we follow local authority procedures for dealing with students that are absent from lessons and/or school. All staff are aware that students being absent from education for prolonged periods or on repeat occasions, can act as a vital warning sign of a range of safeguarding possibilities. It may also indicate mental health concerns for both the student and/or a parent/carer. We ensure that we are rigorous in our attendance procedures as outlined in our attendance policy, whereby we will complete a home visit if we are unable to contact parents and are concerned that a student is absent without any prior explanation. Appropriate safeguarding arrangements are in place to respond to children and young adults who are persistently absent from school or college, to help prevent the risk of them becoming a child missing education in the future, in line with the updated guidance August 2023 of Working together to improve school attendance May 2022. <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

1. **Children and young adults who have a social worker (Children - Child in Need and Child Protection Plans & Adults – Care and Support Plan)**

Our students may have or need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The young adults that attend our provision are also vulnerable to harm and therefore may need the support of a social worker in order to safely navigate episodes in their lives. Our Designated Safeguarding Lead and Deputies are aware which of our students have a social worker and will use this information so that decisions can be made in their best interests.

1. **Safer Working Practices**
2. **Use of mobile phones, cameras and internet:**

The school and college staff take safeguarding seriously and understand this policy is over- arching. We refer staff to the ‘Code of conduct’, ‘Professional behaviours’ and ‘Guidance for Safer Working Practice’ for those working with children and young adults in ‘Education Settings May 2022’.

1. **Personal mobiles and electronic devices:**

If staff have personal phones or devices, these are stored securely during the teaching day.

All electronic devices should be password protected so that content cannot be accessed by unauthorised users. It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds. It is against policy for staff to use personal devices to access the internet, take calls, respond to any form of messaging or make use of the camera app in any way, whilst caring for students. We request that staff inform a member of school or college management if there are personal reasons why they may need to make or take a call during the day, in which they will be granted a safe space to do so and another member of staff will be allocated to take over the 1-1 support of the student. This ensures that our students aren’t left unsupervised at any point and staff are able to provide their undivided attention to them at all times.

1. **School devices:**

School devices remain the property of David Lewis. Electronic devices should be password protected so that content cannot be accessed by unauthorised users. All school devices will be checked at the end of the school or college day by teaching staff and reports made to the Designated Safeguarding Lead of any concerns noticed.

1. **Cameras, photography and images:**

David Lewis will obtain a student’s consent as well as parents’ and carers’ written consent for photographs to be taken or published (for example, on our website or in newspapers or publications). All parties are made aware consent can be withdrawn at any point. Staff will ensure that only David Lewis cameras or recording devices (tablets, cameras etc.) are used for any form of photographs as well as when capturing evidence of work undertaken.

1. **Online safety:**

On school equipment we ensure that appropriate filters and appropriate monitoring systems

are in place and in line with the ‘Meeting digital and technology standards in schools and colleges guidance March 2023’ <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>. Any concerns regarding the nature of a student’s internet access will be reported to the Designated Safeguarding Lead for further exploration. We urge staff to use their knowledge of safeguarding and their ability to provide 1-1 supervision of students, alongside the filtering and monitoring systems to ensure that our students are provided the highest level of safeguarding when it comes to online safety.

1. **Working off school premises:**

Where staff take school or college computer/digital equipment/or records in paper form off the David Lewis site, they do so with the view that they abide by the staff electronic information security policy. Staff are reminded that information both in paper or electric form, is sensitive and protected under The Data Protection Act 2018 and GDPR and should be safe and securely stored off the premises and during transportation as per David Lewis guidance.

1. **Safer Recruitment**

The school and college pay full regard to DfE guidance ‘Keeping Children Safe in Education’ 2024 and with reference to the ‘Position of Trust’ offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

• Operating safer recruitment practices, including; highlighting the importance in our role to

safeguard children in our recruitment adverts, requiring appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references, thoroughly checking previous employment history, ensuring that a candidate has the health and physical capacity for the job and completing online and social media checks for candidates that have been shortlisted. It also includes undertaking interviews whereby a prospective employee will be asked questions relating to safeguarding (everyone who hosts the interview will have completed the safer recruitment NSPCC course) and checking the Children’s List and Right to work in England checks in accordance with DBS and Department for Education procedures.

• Ensuring that staff and volunteers adhere to a published code of conduct and other

professional standards at all times. Staff are aware of what is deemed as unacceptable social media/ on-line conduct and will be asked to sign the staff policies related to this, when they are first employed.

• Ensuring that all staff and other adults on site are aware of the need for maintaining

appropriate and professional boundaries in their relationship with students and parents and understand the need to report any concerns relating to this being breached.

• Requiring all staff to disclose any convictions, cautions, court orders, reprimands and

warnings that may affect their suitability to work with children (whether received before

or during their employment at the setting). Disqualification under the Child Care Act 2006

(amended following the 2018 Regulations). Staff will be asked to declare any changes to their DBS or situations which may affect their suitability to work with children and vulnerable people, each year.

• Staff are required to sign a confidentiality agreement each year to outline the importance of not disclosing sensitive information about student’s other than to safeguarding staff (where necessary) and/or emergency services (police, a&e staff ect) if needed.

• Maintaining an accurate, complete, up to date Single Central Record

1. **Staff training and updates**

In our school and college, there is a commitment to the continuous development of all staff, regardless of role, with regard to safeguarding training:

All staff undertake Child and Adult Protection Training, GDPR and Prevent training.

All staff have to complete the training before they commence employment within the school or college. This training is refreshed as required; to enable them to understand and fulfil their safeguarding responsibilities effectively.

All staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to provide them with the relevant skills and knowledge to safeguard our students effectively.

The Designated Lead and any Deputies have completed specific training such as Designated Safeguarding Lead training in order to carry out the duties of the role, and attend multi agency Safeguarding and Child Protection training on an annual basis.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads meetings held by the local authority. The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

See appendix 2 for all training requirements.

1. **The use of ‘reasonable force’ and seclusion**

At David Lewis, we aim to support our students in a way which is considered to be the least restrictive. This means that all staff will utilise their skills of de-escalation and distraction first, in order to keep students safe in situations that arise whereby their safety could be compromised ie. Challenging behaviours. It is therefore understandable that there may be some circumstances where it is appropriate for our staff to use a physical intervention with reasonable force, in order to protect and safeguard students ie, if a student attempts to enter a busy road, and where all other non-physical options have been exhausted and the risk for the student or others continues to rise, or the risk of harm requires immediate action. The term physical intervention covers the broad range of actions used by staff that involve a degree of physical contact so that they can minimise the risks to any student. If the risk of harm to staff or to David Lewis property is also considered to be high, a physical intervention may be warranted. This can range from guiding a student to safety by the arm, to more extreme circumstances such as having to restrain a student to keep them and others safe. All students who are deemed to have the potential to need any form of physical intervention within their time attending David Lewis, will have this written up in their Behaviour Support Plan. This supports staff in understanding how best to manage any challenging situations and ensure that all physical interventions are being done correctly and at the appropriate time. ‘Reasonable force’ in these circumstances means ‘minimum amount of force for a minimum amount of time’. All staff are required to report all behaviour incidents and uses of physical interventions via the School Pod application where they can explain what interventions were trialled or attempted before using a physical intervention. This is monitored by the Behaviour Support Specialists who can feedback on staff’s actions and report any concerns for unnecessary uses of physical intervention. Staff should refer to the Positive Behaviour Support policy and the statement for the use of seclusion for more details.

We have a key emphasis on de-escalation and will only use physical interventions as a very last option. We use the following principles in order to ensure that our response to students’ safety and welfare is not compromised during times of challenging behaviour and that we acknowledge any lessons learnt from each incident:

• the student’s emotional wellbeing after the event is monitored and supported

• parents/carers are fully briefed where necessary (adult students may choose to not have parents/carers informed)

• the incident is fully recorded including antecedents, de-escalation attempted and any holds or physical interventions used.

• behaviour support plan is reviewed and strategies approved and recorded so that it is clear what needs to happen should a similar situation arise in the future

• any incident involving the restraint or seclusion of a student is always reported to the Behaviour Support Practitioners and Designated Safeguarding Lead

There may be occasions where a student is secluded or segregated from their peers. Seclusion is where a student is isolated from others during an incident, where it has been deemed to be the safest and most appropriate action to safeguard them and others from harm. Although the seclusion technique has to be agreed by the Behaviour Support Specialists in advance and written up into behaviour support plans, it still must only be used in instances where every other option has been exhausted. Seclusion must also only be implemented for the shortest possible time with a clear justification as to why it has been used.

The term ‘segregated’ refers to those students who prefer or need to be away from peers, in order for them to feel emotionally and/or physically safe. These students will likely have the option of a breakout room or access to a full classroom available, where they complete their daily tasks with their 1-1 staff. Segregation can be something that is used for parts of the day or for the full day. This will depend on the student and what has been agreed in their behaviour support plan. All staff are aware of those students who need the option to access a breakout room and/or need to be redirected away from peers during times of heightened emotion. All staff are aware of the importance of positive peer interaction and will not limit any potential friendships from being formed but will also acknowledge the importance of proxemics and following behaviour support plans to limit any risks that could arise.

Staff should read the Policy statement for the use of Seclusion – as agreed on July 2023.

1. **Allegations against staff**

At David Lewis, we recognise the possibility that adults working within our provision; including directly employed staff, volunteers, and supply teachers, may harm students or that they may have;

• behaved in a way that has or may harm a student

• possibly committed a criminal offence against or related to a child or vulnerable adult

• behaved towards a child or adult in a way that indicates they may pose a risk of

harm to students

• behaved or may have behaved in a way that indicates they may not be suitable to work

with students

These can include incidents outside of school or college which do not directly involve students but could have an impact on their suitability to work with them.

The role of the LADO (Local Authority Designated Officer) is set out in Working Together to Safeguard Children (2023) (Chapter 2 Paragraph 4) and is governed by the Local Authorities duties under section 11 of the Children Act 2004. The LADO is responsible for managing allegations against adults who work with children. This involves working with police, children's social care, employers and other involved professionals. The LADO does not conduct investigations directly, but rather oversees and directs them to ensure thoroughness, timeliness and fairness. Although the LADO would not manage allegations made about staff working with the young adults in our provision, due to the way in which our school and college staff overlap, it would be deemed necessary to inform the LADO of any allegations made against staff, due to them being in close contact with children on a regular basis.

Any concerns of this nature and regarding the conduct of other adults, should be taken to Director of Education, Designated Safeguarding Lead and/or Deputies without delay. Where there is a concern about the Director of Education, the concern should be taken to the Chair of Governors and the LADO. The Designated Safeguarding Lead will support in that process.

Staff are aware that any concerns about staff must be reported on the same working day and recorded on the school pod system. It is advised that where possible, reporting staff contact the Designated Safeguarding Lead via phone call before recording on the school pod system, as this provides an opportunity to advise staff on what steps to take to ensure the safety of students ie. Asking that a staff member is not left unsupervised with a student.

The school and college will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable

to raise an issue or feels that their concerns are not being addressed, other

whistleblowing channels may be open to them. They have been made aware of those other

channels of support via safeguarding training and the David Lewis Whistleblowing policy.

David Lewis school promote an open and transparent culture in which all concerns about adults working in or on behalf of the charity are dealt with promptly and appropriately. This

includes allegations which do not meet the harm threshold, also known as low level

concerns. David Lewis low level concerns guidance forms part of the Staff Code of Conduct.

1. **Educational Outcomes**

Our Designated Safeguarding Lead ensures that the relevant staff members know who the children and young adults are who have experienced or are experiencing welfare, safeguarding and child protection issues, so that we have a much better understanding of these students and their academic progress and attainment. This means that we are able to make necessary adjustments to help these students to achieve their education goals and maintain a culture of high aspirations for this cohort. This includes children and young adults with a social worker and those previously known to social care.

1. **Specific safeguarding issues**

All staff have an awareness of safeguarding issues. They are aware that these safeguarding

issues may not directly involve the students in our school and college but could be happening to their siblings, parents or carers. This includes the importance of understanding intra-familial harm and support for siblings, where interfamilial harm has been identified ie. Siblings who may have been abused by other family members. David Lewis ensures that staff are offered training throughout the academic year which enables them to keep refreshed on how to spot signs of abuse and how to best support students who disclose abuse.

This supports staff in being able to pick up on any issues and would know how to identify and respond to:

• Physical Abuse

• Sexual Abuse including sexual violence and sexual harassment

• Emotional

• Neglect

• Child abduction/community safety issues

• Children and the Court System

• Children with family member in prison

• Homelessness

• Drug/substance/alcohol misuse (both student and parent)

• Child sexual exploitation / trafficked children

• Criminal Exploitation including county lines and serious violence

• Extremism and Radicalisation

• Children who have unexplained and/or persistent absence from education

• Domestic abuse

• Child-on-child relationship abuse/Teenage Relationship Abuse

• Child on child abuse

• Risky behaviours

• Problematic and Harmful Sexual Behaviour

• Sexual health needs

• Obesity/malnutrition & eating disorders

• Online grooming

• Inappropriate behaviour of staff towards children

• Bullying, including homophobia, racism, gender and disability- breaches of the Equality Act

2010. This includes children and young adults who are questioning their gender

• Mental health issues including Self-Harm

• Honour based abuse including - Female Genital Mutilation, Breast Ironing, Forced Marriage

• Unaccompanied asylum-seeking children

• Child Trafficking

• Modern Day Slavery

We also make staff aware that some of the safeguarding issues that we are looking out for, could be happening in the lives of other staff members. Staff are reminded that support will be offered to them in any situations whereby they may have or be suffering abuse themselves.

1. **Operation Encompass – supporting students who are exposed to the adverse effects of domestic abuse**

David Lewis is an Operation Encompass school which means that we are able to give proactive and timely support to those children and their families where domestic abuse has been identified. Operation Encompass is a system whereby any child that is exposed to any form of domestic abuse that has been addressed by the police, will have a notification sent to their education provision so that additional support can be offered to that child, following the incident. Support will be provided via our senior management and safeguarding team but the students key workers will also be made aware of the concern, so that they can offer the 1-1 support and enhance their ability to notice any changes in behaviour or mood. This also means that the student receives the nurturing response they may need, post domestic incident.

1. **Governor Responsibilities**

Governing bodies and proprietors should ensure they facilitate a whole school and college approach to safeguarding. This means ensuring safeguarding and child protection is at the forefront and underpins all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. (KCSiE 2023)

At David Lewis, we ensure that the Governing Bodies and proprietors ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. KCSiE 2023 should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and

procedures in place in school and college, are effective and support the delivery of a robust approach to safeguarding.

The Governing Board fully recognises its responsibilities with regard to safeguarding and

promoting the welfare of children and young adults in accordance with Government guidance.

The Governing Board have agreed processes which allow them to monitor and ensure that

the school and college;

• Has robust Safeguarding procedures in place

• Operates safer recruitment procedures and carries out appropriate checks on new staff and adults working on the school and college site

• Has procedures for dealing with allegations of abuse against any member of staff or adult

on site

• Has a member of the Leadership Team who is designated to take lead responsibility for

dealing with Safeguarding and Child Protection issues

• Takes steps to remedy any deficiencies or weaknesses regarding Safeguarding

arrangements

• Is supported by the Governing Board by nominating a member responsible for liaising with

the LA and/or partner agencies in the event of allegations of abuse against the Director of Education - this would be the Chair of Governors who would work alongside the CEO to ensure that the appropriate action is taken

• Carries out an annual review of the Safeguarding policy and procedures

• Has an annual Local Authority Safeguarding Audit completed which is then shared in the

Governing Board.

1. **Appendix 1**

**STAYING SAFE AT David Lewis School & College**



**Key contacts in our school & college:**

|  |  |
| --- | --- |
| **Head & Director of Education**  | Angie Fisher  |
| **Designated Safeguarding Lead**  | Raisa Tryon |
| **Deputy Safeguarding Leads**  | Zoe Wright, Kate Tierney, Joanne Hall, Greg Shelley & Angie Fisher |
| **Chair of Governors**  | Vicky Halliwell |
| **Mental Health Lead**  | Joanne Hall  |

**Our Local Contact Numbers are:**

|  |  |
| --- | --- |
| **Cheshire East Consultation Service (CHECS)** | 0300 123 5012 (Option 3)  |
| **Emergency Out Team (Out of hours)**  | 0300 123 5022 |
| **Safeguarding of Children out of area**  | Cheshire West: 01244 977277Out of hours: 01244 977277Manchester: 0161 234 5001 Out of hours: 0161 234 5001 Staffordshire: 0300 111 8007 Out of hours: 0345 604 2886 Stockport: 0161 217 6028 Out of hours: 0161 718 2118 Trafford: 0161 912 5125 Out of hours: 0161 912 2020 Lancashire: 0300 123 6720 Out of hours: 0300 123 6722 Derbyshire: 01629 533190 Out of Hours: 01629 533 190 Shropshire: 0345 678 9021 Out of Hours: 0345 678 9021  |
| **Local Authority Designated Officer (LADO)****Allegations against an adult working with children**  | 01270 68590401606 288931 |
| **Prevent Referrals:**  | <http://www.stopadultabuse.org.uk/professionals/preventchannel-referral-process.aspx>  |
| **Police**  | 999 Emergency 101 Non-Emergency  |
| **Mental Health Helpline**  | 0300 303 3972  |
| **Adult Safeguarding**  | 0300 123 5010  |

1. **Appendix 2**

**Cheshire East Training Requirements**

|  |  |  |
| --- | --- | --- |
| **Individual / Group** | **Training** | **Frequency** |
| All new staff  | Induction Safeguarding Training HM Gov Prevent Training Level 1 & 2 HM Gov Prevent Training Level 1, 2 & 3 for all in management roles within education  | At Induction  |
| All staff  | Safeguarding Refresher training to include the KCSiE updates and part 1 HM Gov Prevent Refresher Training SCiES Mop up basic awareness training Online safety training  | Annually Every 2 years Every 3 years Annually  |
| DSL/Deputy DSL / Director of Education | Safeguarding Refresher training to include the KCSiE updates and part 1 HM Gov Prevent Refresher TrainingSCiES Mop up basic awareness trainingDSL Training DSL Refresher training DSL Termly meetings (only 1 need attend and feedback) Managing Allegations Specialist Modules e.g. complex neglect etc. <https://www.chesshub.co.uk/Training> Level 3 Safeguarding ChildrenLevel 3 Safeguarding Adults  | Annually Every 2 years Every 3 years At start of role Every 2 years Termly Once Once Once Once  |
| Recruitment Team / Director of Education/ Deputy head of school & college  | Safer Recruitment Training  | At start of role and every 2 – 3 years  |
| Board of Governors  | Safeguarding awareness training Prevent training Safer recruitment x 1  | Annually  |
| Exec Team  | Safeguarding awareness training Level 3 Safeguarding ChildrenLevel 3 Safeguarding Adults | Annually Once Once  |

1. **Appendix 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIVERSAL** Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, settings) **RESPONSE**: - Continue meeting child or young person’s needs as a universal service in a safe environment. Universal services will remain at all levels of need. | **TARGETED** Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances. **RESPONSE:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary. | **COMPLEX** Children and young people who have a range of additional needs affecting different areas of their life. **RESPONSE:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. **IDENTIFY:** Identify a lead professional to co-ordinate support and be primary link with the family. Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress. | **SPECIALIST** Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children’s Social Care, or Youth Offending Service. Children’s Social Care lead multi-agency planning and support through a Child in Need Plan, Child Protection Procedures, or accommodation by Children’s Social Care. Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody. |



1. **Appendix 4**



1. **Appendix 5**

**Receiving Disclosures**

|  |
| --- |
| **Receive** * Listen, try not to look shocked or be judgmental
* Believe what they say ‘take it seriously’.
* Accept what the child or young adult says.
* Don’t make them feel bad by saying “you should have told me earlier”
* Don’t ‘interrogate’ them – let them tell you, try not to interrupt
* Note the date and time, what was done, who did it, and where it took place
* Use the child or young adult’s own words
* Don’t criticise the perpetrator
* Don’t ask leading questions – use ‘open’ questions to clarify only (T.E.D)

**T**ell Me what you mean by that? **E**xplain that to me **D**escribe that …… |
| **Reassure** * Stay calm, tell the child or young adult they’ve done the right thing in telling you
* Reassure them they are not to blame
* Empathise – don’t tell them how they should be feeling
* Don’t promise confidentiality, explain who needs to know
* Explain what you’ll do next
* Be honest about what you can do
 |
| **Report and Record** * Make a Brief, accurate, timely and factual record
* Discuss with the Designated Safeguarding Lead (DSL) or their Deputies, without delay
* The Designated Safeguarding Lead will assess the situation and decide on the next steps

*Things to include:** Time and full date of disclosure/incident and the time and full date the record was made
* An accurate record of what was said or seen
* Whether it is 1st or 2nd hand information
* Whether the child/young adult was seen/spoken to
* Whether information is fact/ professional judgement
* Full names and roles/status of anyone identified in the report
* Avoid acronyms/jargon/abbreviations
* Sign the record with a legible signature.
* Record actions agreed with/by the Designated Safeguarding Lead (SMART)

***Records should be reviewed regularly and any new concerns should be added and responded to immediately.*****DO NOT PHOTOGRAPH INJURIES OR MARKS ON STUDENTS EVEN IF REQUESTED TO DO SO** |

1. **Appendix 6**

**Think Family Approach**

The Think Family approach refers to the steps taken by children’s, young people’s and adult’s practitioners to identify wider family needs which extend beyond the individual they are supporting. The Think Family approach is essential in order to work with families to identify early risk of harm, abuse or problems. Think Family ensures that the voices of children, young people and adults are heard and that they have the freedom to be involved in decision making. At David Lewis, we work closely with parents and carers and will offer support, advice and guidance for any concerns regarding their welfare that we feel could have an impact on the child.

1. **Glossary of terms: Forms of Abuse**
2. **Emotional abuse**

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child or young adult which can cause severe and adverse effects on the individual’s emotional development. We understand that it may involve the following:

• conveying to a student that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

• not giving the student opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate

• age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a student’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the student from participating in normal social interaction

• seeing or hearing the ill-treatment of another

• serious bullying (including cyberbullying), causing students to frequently feel frightened or

in danger and or the exploitation or corruption of students

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

1. **Neglect**

Staff are aware that neglect is the persistent failure to meet a student’s basic physical and/or psychological needs, likely to result in the serious impairment of the student’s health or development.

Staff are also aware that neglect can occur in the following circumstances and are aware of the following;

• during pregnancy, for example, as a result of maternal substance abuse

• once a child is born and may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment

• a carer neglectful or unresponsive to a child or young adults’ basic emotional needs

• the effects of a form of neglect may potentially be fatal

• neglect causes great distress to children and vulnerable young adults which can lead to poor outcomes in the short and long-term

• neglect has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life.

The degree to which children and vulnerable young adults are affected during their lives and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the individual experiencing it. We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence and the risk of arrest and drug use in early adulthood.

If we suspect neglect, we will use the LA neglect screening tool kit to evidence and collate our concerns and use this as a means to escalate to the local authority.

1. **Physical abuse**

Staff are aware of the signs of potential physical abuse and how it can become apparent through a change in behaviour, marks/bruises being present and or a deterioration of someone’s emotional wellbeing. As mentioned under Emotional abuse, physical abuse will likely come alongside emotional abuse as the harm caused in physically hurting someone will likely cause lasting psychological damage.

Staff know the physical abuse might involve hitting,

shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing

physical harm to a child or vulnerable adult. Physical abuse can also be inflicting by purposely not following guidance and care plans which aim to keep the student safe ie. Allowing a student to go swimming without any support aids, knowing the student can’t swim.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student.

1. **Sexual abuse**

Staff are aware of sexual abuse and how students at David Lewis may have additional vulnerabilities that must be acknowledged when it comes to their ability to keep themselves safe. The staff are aware of the following;

• It involves forcing or enticing a child or vulnerable adult to take part in sexual activities.

• It does not always involve a high level of violence and can occur whether or not the individual is aware of what is happening

• It is still abuse if the child or young person claims they wanted it to happen and/or were consenting. If a student is over 18 and is deemed to have the capacity to consent to an intimate relationship, it is likely to be deemed as an abuse of power if this was to occur between the young adult and a member of staff.

• Young adults with the capacity to consent to an intimate relationship can still be the victim or perpetrator of sexual abuse.

• 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

• It may also include non-contact activities, such as involving students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways or grooming a child in preparation for abuse

• It can take place online and technology can be used to facilitate offline abuse

• It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children and vulnerable adults.

The sexual abuse of children by other children is a specific safeguarding issue in education and is known as child-on-child sexual abuse.

1. **Sharing Nudes and Semi-nudes**

This form of abuse also includes underwear shots, sexual poses and explicit text messaging.

While sharing nudes can take place in a consensual relationship between two children (16+) and young adults, the use of explicit images in revenge following a relationship breakdown is

becoming more commonplace. Sharing nudes can also be used as a form of sexual

exploitation and take place between strangers. As the average age of someone who has access to their first smartphone or camera enabled tablet is 6 years old, sharing nudes and semi-nudes is an issue that requires awareness raising across all ages.

The school and college use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school or college for advice around applying age registrations on items if they feel their child is vulnerable whilst accessing online material.

1. **Bullying - Child on child abuse and/or Peer on peer abuse**

Children can abuse other children and this is often referred to as child on child abuse. Young adults can also abuse other young adults and this is referred to as peer on peer abuse.

This is most likely to include, but may not be limited to;

• bullying (including cyberbullying) which includes racism, homophobia and discrimination against trans and/or non-binary individuals

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing

physical harm

• abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’

• 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

• causing someone to engage in sexual activity without consent, such as forcing someone to

strip, touch themselves sexually or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)

• ‘Up skirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge and 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. This has been made into a criminal offence. Anyone of any gender, can be a victim.

• initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child on child abuse and do not take it any

less serious than any other abuse. Staff are aware that it should never be tolerated or

passed off as “banter”, “just having a laugh” or “part of growing up”. Staff ensure that victims of child to child abuse are offered support and are debriefed on what action will be implemented in order to limit the chances of it happening again. We ensure that we

apply the same thresholds across school and college and work towards creating an environment whereby students feel safe and able to thrive.

David Lewis school and college create a culture in which sexual harassment of all kinds is treated as unacceptable. All situations would be dealt with in line with the school and college’s behaviour, antibullying and safeguarding policy. Safeguarding support plans would be put in place for all students involved and holistic PSHE work supplied to support the victim and educate the perpetrator on the harmful effects of their actions. David Lewis seeks to provide education to all of its students on what is and isn’t acceptable behaviour towards others in order to support their independence and safety, post placement.

Where sexual violence or sexual harassment between children is alleged, the school will

follow the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2024.

Where sharing nudes or semi nudes (youth produced sexual images) are part of the

Abuse, then the school follows the UK Council for Child Internet Safety (UKCCIS) Sharing

nudes and semi-nudes: advice for education settings <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

1. **Racism**

David Lewis works to ensure that all students from all black and ethnic minorities and religious backgrounds, are protected and offered the same level of safety, opportunity and support, as all other students in attendance. The staff are given insight into our student’s heritage and any religious beliefs they may have, as this supports them to acknowledge any behaviours from others that could be or are deemed to be racially motivated. Staff will report any concerns of racist or discriminatory behaviours from both staff or students to the Designated Safeguarding Lead and or/Deputies who will inform the Director of Education and decide whether it warrants further escalation. Where possible, any students who express negative ideology towards those from different races or backgrounds, will be offered education through the PSHE curriculum, addressing the importance of respecting diversity and being kind and accepting to all peers. Staff also work to ensure that any student who has a change in dietary requirement or a different approach to how they receive support which is in line with their religious beliefs, is adhered to and done so in a way which enables the student to join in with all activities. Ie. A student who eats a halal diet will still take part in cooking/baking activities but will be offered ingredients that are halal friendly.

1. **Homophobia, transphobia and discrimination against those questioning their gender and the LGBTQ+ community**

LGBTQ+ stands for lesbian, gay, bisexual, transgender, queer or questioning and more. It also includes people who are asexual, have differences in sex development (sometimes known as being intersex) and consider themselves to be non-binary. David Lewis take a serious approach to ensuring that our students and staff members feel safe and comfortable to express their preferences and be free from discrimination and abuse. Staff are aware that many of our students may consider themselves to be a part of the LGBTQ+ community and some may choose not to, but still express preferences that are acknowledged by the group. Staff know that they are not to direct or expose students to anything that could be considered as coercing a student towards a preference and should acknowledge that a student has to make their own journey to self-discovery. Staff are aware that gender reassignment and sex & sexual orientation are protected characteristics under The Equality Act 2010 and will report any concerns relating to these characteristics being used in a discriminatory way. The Designated Safeguarding Lead and/or deputies will liaise with The Director of Education if concerns are raised about staff conduct, who will then decide on an appropriate form of action. David Lewis has a specific relationship and sexuality policy which staff have read.

1. **Domestic abuse/violence**

David Lewis is an Operation Encompass school which means that we are able to give proactive and timely support to those children and their families where domestic abuse has been identified. Operation Encompass is a system whereby any child that is exposed to any form of domestic abuse that has been addressed by the police, will have a notification sent to their education provision so that additional support can be offered to that child, following the incident. Support will be provided via our senior management and safeguarding team but the students key workers will also be made aware of the concern, so that they can offer the 1-1 support and enhance their ability to notice any changes in behaviour or mood. This also means that the student receives the nurturing response they may need, post domestic incident.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography.

Domestic abuse affects significant numbers of children, vulnerable young adults and their families, causing immediate harm as well as lasting psychological damage which can affect future life chances. In some cases, a child or young adult may blame themselves for the abuse or may have had to leave the family home as a result. Young adults can also experience domestic abuse within their own intimate relationships. This form of child-on-child/peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Domestic abuse negatively affects children in multiple different ways. We know that they are often more aware of what is happening than parents believe. How a child responds, depends on their age, personality and support network but will have the best chance of recovery when they are helped to understand and process what is happening/has happened to them. Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood, making it much more difficult to succeed at school and college and develop strong bonds and friendships.

To support our students, we have;

• an ethos which puts children and young adult’s wellbeing at the heart of all that we do

• aim to create a predictable school/college life with set routines and opportunities throughout the day where they can speak to staff

• ensure that rules and expectations are clearly stated and understood by all

• understand that oppositional and manipulative behaviours are not attempts to ‘provoke us’, but may be attempts by these children to control their world when so much feels out of control for them

• model respectful and caring behaviour alongside positive conflict resolution and respectful interactions, helping children learn not only what not to do but what to do instead

• using the language of choice, make clear the benefits and negative consequences of their choices ensuring that we follow through with any consequences or sanctions

• support students to put feelings into words with the use of aids accordingly.

• Where appropriate, we build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (A student exposed to domestic abuse may have seen a lot of behaviours that express strong feelings but may not have heard words to appropriately express/ describe these feelings)

• understand that the student may experience conflicting and confusing emotions when thinking of or talking about their parents

• create opportunities for students to feel successful. We let the student know that they matter, taking an active interest in them

• accept that they may not be willing or able to talk about it right away (if ever)

• provide effective, non-verbal, systems for students to access support

• provide reassurance that only people who need to know about the incident will know whilst reminding them that you will have to inform others if you think their safety or wellbeing is or could be compromised

• allow the student, where necessary, to safely store work in school or college or shred it after completion when providing interventions

• have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

• provide opportunities to teach about and discuss healthy and unhealthy relationships

1. **Contextual Safeguarding**

**Including Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and County Lines**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including:

• sexual identity

• cognitive ability

• learning difficulties

• communication ability

• physical strength

• status

• access to economic or other resources

•disabilities

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

• appear with unexplained gifts, money or new possessions

• associate with other children involved in exploitation

• suffer from changes in emotional well-being

• misuse drugs and alcohol

• go missing for periods of time or regularly come home late

• regularly miss school or education or do not take part in education

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

1. **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children

• being forced or manipulated into transporting drugs or money through county lines

• working in cannabis factories

• shoplifting or pickpocketing

• they can also be forced or manipulated into committing vehicle crime

• or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

1. **Child Sexual Exploitation (CSE).**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including

assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as

masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact

activities, such as involving children in the production of sexual images, forcing children to

look at sexual images or watch sexual activities, encouraging children to behave in sexually

inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child’s

immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This still includes 16 and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Some additional specific indicators that may be present in CSE are children who:

• have older boyfriends or girlfriends

• suffer from sexually transmitted infections

• display sexual behaviours beyond expected sexual development

• become pregnant

1. **Serious violence**

All staff are aware of the indicators which may signal that children and young adults are at risk from or are involved with serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in behaviour, signs of self-harm, 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.

All staff should be aware of the range of risk factors which increase the likelihood of

involvement in serious violence, such as; being male (although being female or non-binary does not eliminate the risk), having been frequently absent (particularly on repeat occasions and/or prolonged periods) or

permanently excluded from school, having experienced maltreatment and/or abuse previously, having been involved in offending, such as theft or robbery or being exposed to friends or family members who have also been involved in serious violence. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

1. **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, student referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

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

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

• go missing and are subsequently found in areas away from their home

• have been the victim or perpetrator of serious violence (e.g. knife crime)

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

• are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection

• are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or a hotel room where there is drug activity

• owe a ‘debt bond’ to their exploiters

• have their bank accounts used to facilitate drug dealing

1. **Children/young adults Missing from Home or Care**

Children/Young adults who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many children will run away on numerous occasions which can indicate more than just them feeling unhappy or unsafe. For example, going to meet with individuals who they know they shouldn’t – see above for county lines.

The association of chief police officers has provided the following definition a missing person

is: ‘*Anyone whose whereabouts cannot be established will be considered as missing until*

*located, and their well-being or otherwise confirmed*’.

Within any case of children who are missing, both push and pull factors need to be considered.

**Push factors** include:

• conflict with parents/carers

• feeling powerless

• being bullied/abused

• being unhappy/not being listened to

• the Toxic Trio (drugs/alcohol, domestic abuse & poor mental health)

**Pull factors** include:

• wanting to be with family/friends

• drugs, money and any exchangeable item

• peer pressure

• for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children, there will be pressure to have contact their trafficker.

David Lewis school and college will contact all parents of children/young adults who are absent to gather an understanding of why they aren’t in. If the parent discloses that they are unaware of the location of the child/young adults and the definition of missing is met, David Lewis will either support the parent to contact the police to inform them or we will take the relevant action. As our students who access David Lewis via pre-organised transport or are brought in by parents or carers as well as having either 1:1 or 1:2 staffing, it limits the opportunity for students to truant or go missing during the day.

1. **Online Safety**

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents/carers may underestimate how often children and vulnerable adults come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of these risks could be:

• Content - Being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

• Contact - Being subjected to harmful online interaction with other users. For example, peer to peer pressure or bullying, direct email/messaging from advertising companies and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

• Conduct - personal 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, online bullying and requesting personal information with the intention of using it to exploit or steal someone’s identity.

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

The school and college therefore seek to provide information and awareness to staff, students and their parents through;

• acceptable internet use agreements for children, teachers, parents/carers and governors

• curriculum activities involving raising awareness around staying safe online and training

• information included in letters, newsletters, web site

• parents’ evenings/sessions

• high profile events/campaigns e.g. Safer Internet Day

• building awareness around information that is held on relevant web sites and or publications

• social media policy

• Having adequate filtering and monitoring systems in place

1. **Cyberbullying**

Central to our school and college’s anti-bullying policy, is the principle that ‘bullying is always unacceptable’ and that ‘all students have a right not to be bullied’.

David Lewis recognises that it must take note of bullying perpetrated outside of school and college which spills over into the academic day, so we will respond to any bullying or cyber-bullying that we become aware of that is carried out by students when they are away from the site. Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact, repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media, such as

• bullying by texts or messages or calls on mobile phones

• the use of mobile phone cameras to cause distress, fear or humiliation

• posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites

• using e-mail to message others

• hijacking/cloning e-mail accounts

• making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal and therefore require it to be reported to the police. If there are threats to harm or a concern that the behaviour could result in a crime being committed ie. An assault taking place or a nude photo being leaked, then David Lewis has a duty to inform the police at the earliest opportunity.

1. **Cybercrime: Preventing young people from getting involved**

Children and vulnerable adults are getting involved in cybercrime and many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber-crime, we will consider each case individually as to any criminal act that may have been committed. The school and college will pass on information to the police if it is deemed to be appropriate or where we are required to do so.

Risks associated with Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

The school and college raise awareness by;

• talking to parents and carers about the games their children/young adults play and help them identify whether they are appropriate

• supporting parents/carers in identifying the most effective way of safeguarding their children by using parental controls and child safety mode

• talking to parents/carers about setting boundaries and time limits when games are played

• highlighting relevant resources

• making our students aware of the dangers, including of online grooming and how to keep themselves safe

• making our students aware of how to report concerns

1. **Prevent, Radicalisation and Extremism**

David Lewis adheres to the Prevent Duty Guidance, December 2023 <https://www.gov.uk/government/publications/prevent-duty-guidance> and seeks to protect children and vulnerable adults against the messages of all violent extremism and to prevent them being drawn into terrorism, including but not restricted to; those linked to extreme Islamic ideology, Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, anti-Semitism, and extremist Animal Rights movements.

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.

The school and college community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extremist views may make children susceptible to future manipulation and exploitation.

Our taught curriculum includes educating students on how people with extreme views share

these with others and how to identify which of these are harmful. We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the core values alongside the fundamental British Values supports quality teaching and

learning, whilst making a positive contribution to the development of a fair, just and civil

society.

Our school and college community are aware of these specific issues, relevant to our profile. All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by regular safeguarding updates and annual safeguarding training.

David Lewis is clear that exploitation and radicalisation should be viewed as a safeguarding concern and therefore, any concerns noticed need to be recorded and discussed with the Designated Safeguarding Lead in a timely manner so that appropriate action can be taken.

The Prevent Duty requires that all staff are aware of the signs that a child/vulnerable young adult maybe susceptible to radicalisation. The risks will need to be considered for political, environmental, animal rights or faith-based extremism, that may lead to a student becoming radicalised. There is no single way of identifying whether a student is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as exposure to family and friends who have extremist view, may contribute to a student’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 are alert to changes in student’s behaviour, which could indicate that they may need help or protection. Staff use their judgement in identifying student who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputies) making a Prevent referral.

In Cheshire East, if we suspect a child or vulnerable young adult to be suffering or likely to suffer significant harm, including being radicalised, we would contact social Care and complete a Prevent referral on the stopadultabuse.org.uk website.

Where necessary, individuals may be discussed at Channel:

Staff are aware of Channel being a partnership approach to support individuals susceptible to recruitment by violent extremists who can consent to that support. The Channel Duty Guidance: protecting people vulnerable to being drawn into terrorism, was updated in 2020. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf>

1. **Honour Based Abuse including Breast ironing, FGM and Forced Marriage**

Staff are aware of “Honour-based’ Abuse (HBA) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. These acts include: Female Genital Mutilation (FGM) - the practice which is traditional in some cultures, of partially or totally removing the external genitalia of girls and young women for non-medical reasons, Forced marriage - where one or both people do not, or cannot, consent (agree) to the marriage and practices such as breast ironing - is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear. All forms of HBA are serious forms of abuse and sit within the physical and emotional abuse categories. Staff will report any concerns immediately where they are alert to the possibility of a child/young adult being at risk of HBA or have already suffered HBA.” Keeping Children Safe in Education 2024”.

Awareness raising has taken place around HBA and staff are alert to the possible indicators and what to be looking out for. Staff are aware that HBV and FM can affect both young men and women. There is evidence to suggest that young women are more at risk than young men but the mere act of HBC and FM being witnessed by a young male, would also constitute as abuse. Staff are aware that forced marriage is an entirely separate issue from arranged marriage, in that it is a human rights violation to force anyone to marry another individual without full consent and free from coercion, and that the it falls within the Crown Prosecution Service definition of domestic violence. Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages. As a school and college, we would never attempt to intervene directly but where this is suspected, we would speak to social care before sharing our concerns with the family.

Teachers at David Lewis school are aware of their responsibilities under section 74 of the Serious Crime Act 2015, which says that “If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police”.At David Lewis, we have students who are over the age of 18. If any staff member was to discover that a student has been subject to FGM, we would still report this to the police for investigation.

1. **Modern Day Slavery including Trafficking**

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses human

trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Staff are aware of the following;

• a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour

• it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment

• any consent victims have given to their treatment, will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent

• children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harboured for the purpose of exploitation

1. **Trafficked Children/Young adults**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment,

transport, transfer, harbouring or receipt of a person by such means as threat or use of force

or other forms of coercion, of abduction, of fraud or deception for the purpose of

exploitation." Any child or young adult transported for exploitative reasons is considered to be a trafficking victim. As a school and college, we are alert to the signs both for students and for their families, that they may be victims of trafficking, which could be;

• signs of physical or sexual abuse, has contracted a sexually transmitted infection or has an unwanted pregnancy

• has a history with missing links and unexplained moves

• has no recourse to public funds

• is required to earn a minimum amount of money every day of which is mostly given to the ‘boss’ or person managing them

• works in various locations

• have limited freedom of movement/has to make someone aware of where they are at all times

• appear to be missing for periods of time

• are known to beg for money or be constantly low on funds despite working a lot

• are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good

• are one among a number of unrelated children found at one address

• have not been registered with or attended a GP practice

• are excessively afraid of being deported

• look malnourished or unkempt

• are withdrawn, anxious and unwilling to interact

• are under the control and influence of others

• live in cramped, dirty, overcrowded accommodation

• have no access or control of their passport or identity documents

• appear scared, avoid eye contact, and can be untrusting

• show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

• physical symptoms (bruising indicating either physical or sexual assault)

• prevalence of a sexually transmitted infection or unwanted pregnancy

• reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation

• evidence of drug, alcohol or substance misuse

• being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people

• relationship with a significantly older partner

• accounts of social activities, expensive clothes, mobile phones etc. with no plausible

explanation of the source of necessary funding

• persistently missing, staying out overnight or returning late with no plausible explanation

• returning after having been missing, looking well cared for despite having not been at home

• having keys to premises other than those known about

• low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity

• truancy/disengagement with education

• entering or leaving vehicles driven by unknown adults

• going missing and being found in areas where the child has no known links

• possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child or young adult is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child or young adult is being trafficked, this will be reported to the Designated Safeguarding Lead who will report it as potential abuse.