**YOUNG FOUNDATIONS**

**CHILD PROTECTION &**

**SAFEGUARDING POLICY**

**YOUNG FOUNDATIONS LIMITED– STEPPING STONES SCHOOL**

**TITLE: CHILD PROTECTION ISSUE 8: AUGUST 2020**

**COMPILED BY: POLICY TEAM/Head of Ed REVIEW DATE: AUGUST 2021**

This policy is a statement of the aims, principles and strategies relating to safeguarding children. Our policy applies to all staff, Directors and volunteers working in school.

**ALLSTAFF MUST READ PART ONE OF THE DEPARTMENT for EDUCATION ‘KEEPING CHILDREN SAFE IN IN EDUCATION’ September 2020 INCLUDING ANNEX A**

Stepping Stones School is committed to providing a secure and supportive environment in which children can develop and grow into mature and responsible people.

Safeguarding children is a central part of our whole school approach to ensure that:

* ***Every child reaches their full potential***
* ***Children are protected from abuse and neglect***
* ***The child is seen to be and treated as an individual first, whose specific needs and associated difficulties (at Stepping Stones School) this will be Mental Health/ASD/Complex needs and communication difficulties) are addressed/taken into account when providing a safe and secure environment to live and learn.***

***At Stepping Stones school we recognise:***

***Children with special educational needs and disabilities***

*126. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:*

* *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;*
* *being more prone to peer group isolation than other children;*
* *the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and*
* *communication barriers and difficulties in overcoming these barriers*

*(KCSIE – Sept 2020)*

**Safeguarding – Stepping Stones (Stepping Stones School & Mortimer House)**

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Emma Gillin – Designated Safeguard Lead/Head of Education

Emma Gillin – Designated Safeguard Lead/Head of Education

Emma Gillin – Designated Safeguard Lead/Head of Education

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Tom Ellison – Director of Operations/Governor

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Emma Rheeston –Safeguard Deputy

Learning/Support Lead

**REMEMBER: WE HAVE TWO SITES**

**VALLEY HOUSE HUB (WARWICKSHIRE)**



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**MORTIMER HOUSE REPORTING SYSTEM**

**(STAFFORDSHIRE)**

[**What should I do if I think a child is at risk of significant harm?**](https://www.staffsscb.org.uk/Concerned-about-a-Child/FAQs/Contact-Numbers/Q03.aspx)

Answer:

**Staffordshire County Council's First Response Service:**   
Telephone: 0800 1313 126

Open: Monday - Thursday 8:30am - 5:00pm  
Friday 8:30am - 4:30pm  
   
**Emergency Duty Service:**(Out of Hours Service)  
Telephone: 0345 604 2886

Mobile: 07815 492613

The referral **must** be followed up in writing using a [Multi-Agency Referral Form](https://www.ssscb.org.uk/wp-content/uploads/2020/08/Multi-Agency-referral-Form-Staffordshire-1.docx)  (MARF) **within 48 hours** (the address is written on the referral form).

**Staffordshire Police:**Telephone: 101 and ask for M.A.S.H. (Multi Agency Safeguarding Hub)  
Outside of MASH hours, report to the Area Communications Room  
In an emergency always call 999

**Warwickshire M.A.S.H** – 01926414144

Emergency Duty Number - 01926886922

**ALL STEPPING STONES SAFEGUARDING PROCEDURES MUST RUN IN CONJUNCTION WITH WARWICKSHIRE/STAFFORDSHIRE SAFEGUARDING PROCEDURES AS OUTLINED ABOVE**

**Stepping Stones Procedures**

**Step 1. Establish the facts, keep the person safe, inform line manager / or on call if out of hours:**

* Listen to what you are being told without judging – keep an open mind.
* Ensure the person is safe, not at risk and reassure them. Ensure that if there is a suspected abuser that they are not going to have contact with the person. (i.e.) not visiting or working in the immediate future.
* Ensure medical attention is sought and prioritised in the event of injury
* Explain that you are unable to keep this information confidential and will need to report because you have a duty of care, and that the information will only be shared on a need to know basis.
* Talk to your Responsible Manager / or out of hours on call manager about your concerns, or what you suspect, or have been told.
* A written factual record is kept of what is said or witnessed, who was present and of the time and location of the events. (Staff should not however attempt to interview the young person or other staff, as this could potentially affect any criminal proceedings at a later date. Just take down the facts so that we can guide and manage the immediate risks.)

**Step 2. Line manager/on call, provides support and informs local authority and police where applicable. They will:**

* Inform the Local Authority and police as necessary. Completing relevant safeguarding referral form for that area. Safeguarding Leads are therefore responsible for ensuring the Local authority reporting procedure for that service area is up to date and available. The designated person informs the Local Safeguarding Board -following local reporting protocols, the Placing Authority (Social Worker), Police and OFSTED (Schedule 5 notifications of significant events)
* Confirm the Child Protection Referral in writing. Assist the Responsible Authority, Police and other services with any enquiries that they wish to make.
* Where the alleged perpetrator is a staff member, they will be suspended immediately on full pay whilst an initial investigation is conducted. (This is for their protection as well as that of the potential victim).

**Step 3. Internal reporting on the day of the incident:**

Summaries of the incident and copies of statutory notifications must be sent electronically to

* Operations Managing Director and the Nominated individual.

**Step 4. The investigatory, strategy and review process (Liaise with Local authority, safeguard leads and Regulators throughout):**

* In collaboration with the Local Authority and/or Police and under their direction, the designated investigating manager will conduct an Initial Fact Find. (In the event of allegations towards staff, they will consult with the Head of Human Resources to take any further steps needed to keep people safe and protected. This may result in disciplinary action within a team and potential referral to the D.B.S/TRA (Teaching Regulation Agency) & NCTL (National College of Teaching and Learning) where the outcome has been dismissal).
* Carry out a Risk Assessment regarding future risk to the victim or victims, where applicable.
* Conduct internal investigation as and when directed by the Local Authority and/or police, following procedures contained in the Disciplinary Policy.
* Attend Strategy Meetings, case reviews or other meetings arranged (Be guided by the Local Authority and /or Police leading the investigation).
* Keep everyone with a right to know, informed using statutory notifications routes, copying safeguard leads into all communications.
* Conclude and review once all parties are satisfied that the full investigation and associated actions have been completed.
* Ensure relevant teams of staff are involved and that they are aware of the role they play in any agreed outcomes or actions

**Important: We draw attention to the following- that any individual has the right to report a safeguarding concern to the relevant local authority team directly:**

Contact details: 08001313126

Staffordshire Safeguarding Board (Option 3: Education Dept.)

Warwickshire Education Safeguarding Board – 01926414144

You can also inform OFSTED the regulator directly.

You can contact the hotline in three ways; however, they also direct you to use the company’s internal procedures.

* Call on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
* Email us at [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk).
* Via writing at:  
  WBHL  
  Ofsted  
  Piccadilly Gate  
  Store Street  
  Manchester M1 2WD

**Introduction**

* 1. This policy has been developed in accordance with the principles established by the

Children Acts 1989 and 2004, the Education Act 2002, and in line with legislation and guidance

‘Working Together to Safeguard Children’ (2018), Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ (2015), ‘Keeping Children Safe in Education’ (2020) and ‘What to do if you are worried a child is being abused’ (2015).

* 1. The Directors take seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
  2. We recognise that all adults, including temporary staff, volunteers and Directors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
  3. All staff believe that our School (Stepping Stones) should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
  4. **The aims of this policy are:**
     1. To support the child’s development in ways that will foster security, confidence and

Independence

* + 1. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
    2. To raise the awareness of all teaching and non-teaching staff (this includes residential care and support services staff) of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
    3. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, at Stepping Stones School , contribute to assessments of need and support packages for those children.
    4. To emphasise the need for good levels of communication between all members of staff.
    5. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
    6. To develop and promote effective working relationships with other agencies, especially the Council, Police and Social Care.
    7. To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check and a single central record is kept for audit.

**2.0 We will ensure that:**

2.1.1 All Directors understand and fulfil their responsibilities, namely to ensure that:

· There is a Child Protection policy together with a staff practice guide (code of conduct) · The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training

· The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

· A senior leader is the Designated Child Protection Officer for the school and is supported by the Head Teacher

· This person will undertake interagency training and also undertake designated lead ‘new to role’ and an ‘update’ course every 2 years

· All other staff have Child Protection training updated as appropriate

· Any weaknesses in Child Protection are remedied immediately

· A member of the Directors is nominated to liaise with the LA on

Child Protection issues and in the event of an allegation of abuse made against the Head/Head of Care

· Child Protection policies and procedures are reviewed annually and that the Child

Protection policy is available on the school website

· The School considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE).

· That enhanced DBS checks are in place for all Directors

2.1.2 All members of staff and volunteers are provided with child protection awareness information at induction, including in their induction pack, the school safeguarding policy so that they know who to discuss a concern with.

2.1.3 All members of staff are trained in and receive regular updates in e-safety and reporting concerns

2.1.4 All members of staff, volunteers, and Directors know how to respond to pupils who disclose abuse.

2.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school’s Child Protection Policy, and reference to it in our Parents’ information.

2.1.6 Community users organising activities for children are aware of the school’s child protection guidelines and procedures.

2.1.7 Our procedures will be regularly reviewed and up-dated.

2.1.8 The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly advertised in the school, with a statement explaining the school’s role in referring and monitoring cases of suspected abuse.

2.1.9 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DCPO’s names clearly displayed, as part of their induction into the school.

2.1.10 The policy is available publicly on the school website and by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website.

**3.0 Responsibilities**

3.1 The designated DSL is responsible for:

3.1.1 Referring a child if there are concerns about possible abuse, to Warwickshire Safeguarding Children’s Board (WSCB)/Staffordshire Safeguarding Board and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call.

3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.

3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupils’ records

3.1.4 Liaising with other agencies and professionals.

3.1.5 Ensuring that either they or the staff member attend case conferences, core groups, or other multiagency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

**4.0 Prevention**

**Stepping Stones School recognises the need to adjust and adapt its approaches to**

**‘Prevention’ in order to ensure the individual’s difficulties associated with their ASD/Mental Health/Learning Needs are foremost in the person centred approach to preventing abuse.**

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

4.4. Our school will support all children by:

4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2 Promoting a caring, safe and positive environment within the school.

4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4 Notifying Social Care as soon as there is a significant concern.

4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child’s new setting and ensuring the school medical records are forwarded as a matter of priority.

4.6 The school follows statutory guidance on ‘children who run away and go missing from home or care’ (DfE, 2014). Staff use the ‘Young people missing policy/procedures

4.7 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. We understand the importance of early identification.

The school community will therefore:

-Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

-Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week etc.

-Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

-Include safeguarding across the curriculum, including PSHE/SMSC/Sex Ed, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety and independent travel, pedestrian and cycle training and personal safety

-Ensure a prevention approach strategy is in place which includes promotion of British

Values and shared values within communities, diversity and community cohesion -Be acutely aware of the possible signs and symptoms of extremism, radicalisation and child sexual exploitation (CSE), or other signs of abuse and complex difficulties

**5.0 Information sharing**

The school accepts its responsibilities (Information Sharing, 2015) and understands that the

Data Protection Act (1998) and human rights law are not barriers to justified information sharing. We balance the risk of sharing with the risk of not sharing. We consider what is necessary, proportionate, relevant and adequate and, that accurate and timely information is provided and communicated securely.

We will:

5.1 Be open and honest with the individual (family) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

5.2 Seek advice from others if in doubt.

5.3 Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share information.

5.4 Consider safety and well-being.

5.5 Keep records of decisions and reasons for decisions, particularly focussing on what was shared, for what purpose and with whom.

**6.0 E-safety**

6.1 ICT and online safety provides adequate protection from rogue users and unwanted contact and protection is in place against cyberbullying, sexting and grooming. School’s systems allow for blocking, saving and reporting content. Twitter feeds and internet searches are monitored and systems are in place to report access to inappropriate sites accessed by both adults and pupils and external users.

6.2 Education with pupils includes safe use of ICT, how to create a positive digital profile, cyberbullying and risks of sexual exploitation etc.

6.3 All staff are aware of school guidance on their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. We operate ‘safe to learn’ strategies to embed anti-bullying practice.

6.4 The school VLE supports both the teaching of safe online practices as well as proving a further ‘alert’ to concerns for managers

**7.0 Supporting Staff**

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL/SM and to seek further support as appropriate.

**8.0 Allegations against staff**

8.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

8.2 All staff should be aware of the school’s Behaviour Management policy.

8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction

8.4 We understand that a pupil may make an allegation against a member of staff.

8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL/Senior Management

8.6 The DSL’s or SM will discuss the content of the allegation with the Local

Authority Designated Officer (DO)

*Refer to “Guidance for Safe Working Practice for the Protection of Children and Staff in*

*Education Settings” available on the DfE website*

8.7 Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the DSL will seek the advice in this case from Warwickshire/Staffordshire Safeguarding/police where needed

**9.0 Whistle-blowing**

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

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the Warwickshire/Staffordshire DO following the Whistleblowing Policy.

9.3 Whistle-blowing re the Head should be made to the Chair of the Directors whose contact details are readily available to staff.

Further information on our Whistle blowing policy can be seen later in this document

**10.0 Physical Intervention**

10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 Such events should be recorded and countersigned off by another member of staff (this is always a member of SLT), a third independent member oversees the whole process.

10.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Foundations for Safer Care techniques.

10.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.5 We recognise that touch is appropriate in the context or working with children, and all staff have been given ‘Safe Practice’ guidance within Foundations for Safer Care to ensure they are clear about their professional boundaries

**11.0 Anti-Bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms eg; cyber, racist, homophobic and gender related bullying (including sexting). We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

**11.1 Allegations Against Peers**

We recognise that children are capable of abusing their peers. Abuse of any form will not be tolerated, in any case and all peer-on-peer abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

* Is serious, and potentially a criminal offence
* Could put pupils in the school at risk
* Is violent
* Involves pupils being forced to use drugs or alcohol
* Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

* You must record the allegation and tell the DSL, but do not investigate it.
* The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
* The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

We will minimise the risk of peer-on-peer abuse by:

* Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
* Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
* Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
* Ensuring pupils know they can talk to staff confidentially.
* Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

**12.0 Racist Incidents**

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

**13.0 Prevent Strategy and Responsibility**

The Government definition of extremism is in its Prevent Strategy is:

‘Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed force s, whether in this country or overseas’

In our school we work with children who display extreme forms of behaviour and who can express very outspoken thoughts and emotions. Sometimes these expressions represent genuine, although potentially have disturbing points of view born out of adverse experiences and at other times they are an attempt to tell us something. We must make sure we observe and listen. Any concerns need to be reported to Head of Education immediately using the green form referral system.

Staff at the school are expected to encourage children to verbalise their innermost thoughts and feelings, to tolerate what is said, to strive to understand the motivations and then to respond rather than treat. In doing this work, we aim for children to feel that they are truly listened to and understood and we can then help them begin to understand and see the impact that they have on others. This, combined with all the other elements of school life, generates the capacity within individuals the mutual respect and tolerance that the Governments Prevents Strategy seeks to protect]

It is important that staff are alert to children expressing views that may not be an articulation of some inner rage or confusion but instead is an indication of passive or active exposure to radical ideologies.

The assumption should not be necessarily that the child is being groomed for radicalisation. They may have heard concerned discussion, the may have seen or heard mainstream news, they may have been in the company of impressionable or radicalised elders or they may be being targeted.

The task of any staff member whose suspicions are aroused is similar to that when any Safeguarding issues arises. Namely to:

* Listen to them and clarify
* Not ask leading questions
* Record
* Report

The Designated Lead (or senior staff) will liaise with professionals for the children’s Local authority and Warwickshire/Staffordshire Safeguarding Board to discuss concerns and make referral to a designated Police officer if necessary.

Any following work needs to be thoughtful and coordinated with internal and external colleagues.

Exposure to extremism materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern as set out in this document. We acknowledge that if we fail to challenge extremist views we are failing to protect our pupils and tackling extremism concerns under the remit of our Designated Child Protection officers.

We are aware that children can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display which may be discriminatory, prejudiced or extremist or use offensive language.

Any discrimination, prejudiced or extremist views, including offensive language, show by pupils or staff will be dealt with In line with our Behaviour Policy and staff codes of conduct as laid out in our polices and staff Handbook.

**13.2 Female Genital Mutilation**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman’s first pregnancy.

**Types of FGM**

FGM has been classified by the World Health Organisation (WHO) into four types:

 Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);

 Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina);

 Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and

 Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

If you have any concerns, this must be reported to the Designated Safeguarding Lead immediately. This will then be reported to the Police and Warwickshire/Staffordshire Safeguarding Board.

For further information and guidance please follow ‘Keeping Safe in Education’ link below: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

**14. Early Help**

Any child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for early help for a child who: -

* Is disabled and has specific additional needs
* Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
* Is a young carer
* Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
* Is frequently missing/goes missing from care or from home
* Is at risk of modern slavery, trafficking or exploitation
* Is at risk of being radicalised or exploited
* Is in a family circumstances presenting challenges for the child, such as drug or alcohol issues, adult mental health issues and domestic abuse
* Is misusing drugs or alcohol themselves
* Has returned home to their family from care
* Is a privately fostered child

The School’s Designated Safeguarding Lead will ensure all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff, including volunteers, working with children at our school are advised to maintain an attitude of ‘professional curiosity and respectful uncertainty’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to act as outlined in this policy.

Practitioners should complete the Local Authority Early Help Assessment when:

* Age appropriate progress is not being made and the causes are unclear or
* The support of more than one additional agency is needed to meet the child or young person’s needs.
* Children do not meet threshold, yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

[Families First](https://www.staffordshire.gov.uk/Care-for-children-and-families/Familiesfirstpartners/Familiesfirstserviceoverview.aspx)

[Early Help Threshold Information](https://www.staffordshire.gov.uk/Children-and-early-years/ccentres/Documents/SSCBThresholdsforInterventionGuidance.pdf)

The establishment EHA lead may need to make a referral directly to other agencies or request the support of Staffordshire County Council Local Support Team (LST). That referral will be made through Families First Responsive Services (0800 1313126) or to report a concern online using the [Enquiry Form](https://www.staffordshire.gov.uk/Care-for-children-and-families/Childprotection/Report-a-concern-online.aspx)

The DSL may also consider seeking advice and guidance from [Staffordshire Education Safeguarding Advice](https://www.staffordshire.gov.uk/Care-for-children-and-families/Childprotection/Education-Safegiuarding-Advice-Service.aspx)  around thresholds and appropriate referrals to First Response.

ESAS: - 01785 895836

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children’s Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed

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

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Any child transported for exploitative reasons is considered to be a trafficking victim – whether she/he has been deceived, because it is not considered possible for children to give informed consent.

Some of the following can be indicators of CCE:

• Children who appear with unexplained gifts or new possessions;

• Children who associate with other young people involved in exploitation;

• Children who suffer from changes in emotional well-being;

• Children who misuse drugs and alcohol;

• Children who go missing for periods of time or regularly come home late; and

• Children who regularly miss school or education or do not take part in education.

[Safeguarding children who may have been trafficked](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

**16. County Lines**

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation

Like other forms of abuse and exploitation, county lines exploitation: -

* Can affect any child or young person (male or female) under the age of 18 years;
* Can affect any vulnerable adult over the age of 18 years;
* Can still be exploitation even if the activity appears consensual;
* Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
* Can be perpetrated by individuals or groups, males or females, and young people or
* adults; and
* Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

**17. Child sexual exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

[Child Sexual Exploitation - Definition and Guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;

* Can still be abuse even if the sexual activity appears consensual;
* Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
* Can take place in person or via technology, or a combination of both;
* Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
* May occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
* Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
* Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

* Unexplained gifts or new possessions
* Association with other young people involved in exploitation
* Older boyfriends or girlfriends
* Suffering from sexually transmitted infections or become pregnant
* Changes in emotional well-being
* Misuse of drugs and alcohol
* Going missing for periods of time or regularly come home late; and
* Regularly missing school or education or do not take part in education

Guidance documents:

[Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

[Child Sexual Exploitation definition and guidance](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiQjKPPusrqAhVjs3EKHehtAFoQFjAEegQIBBAB&url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fchild-sexual-exploitation-definition-and-guide-for-practitioners&usg=AOvVaw3_SgEJIra33fq4k-9DIegf)

[Promoting the Welfare, Safety of Children in Certain Circumstances](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwifodz9usrqAhVkTxUIHcPuDfQQFjAAegQICBAB&url=https%3A%2F%2Fwww.staffsscb.org.uk%2FProfessionals%2FProcedures%2FSection-Four%2FSection-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx&usg=AOvVaw0He1GePNZ5M56HQK1qm7ym)

[Know about CSE](http://www.knowaboutcse.co.uk/)

**18. Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

In the instance of suspected Hazing/ Initiation DSL or the DDSL must be informed via the schools reporting system immediately with the use of the correct form.

**19. Mental Health**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

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

Guidance Documents:

[Parenting capacity and mental health](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx)

[Mental Health & Behaviours in School](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

**20. Health & Safety**

20.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

20.2 In addition to his, guidance within the ‘Staff Code of Conduct’ policy highlights the school’s practice on visitors (pupils’ parents/carers/professionals), visitors using our premises and contractors.

20.3 External providers are subject to DBS verification where contact with our children is sustained and regulated activity.

**21.0 Monitoring and Evaluation**

Our Child Protection Policy and Procedures will be monitored and evaluated by:

· Director visits to the school

· Unannounced monitoring visits

· Monitoring visits by LAs

· SLT learning visits and discussions with children and staff

· Pupil surveys and questionnaires

· Scrutiny of Attendance data

· Scrutiny of range of risk assessments and Positive Intervention Support Plans · Scrutiny of GB minutes

· Logs of bullying/racist/behaviour incidents for SLT and Directors to monitor

· Review of parental concerns and parent questionnaires

**At Stepping Stones School all actions to safeguard children will be done in line with the Warwickshire/Staffordshire Safeguarding Children Board.**

Staff at Stepping Stones School will be given training in safeguarding via the Warwickshire/Staffordshire training facility annually.

[The Warwickshire/Staffordshire Safeguarding Children Board’s primary focus m](http://westyorkscb.proceduresonline.com/chapters/p_LSCB_role_func.html)ust be the safety, protection and promotion of the welfare of all children and young people. Warwickshire/Staffordshire work extremely hard to safeguard, protect and promote the welfare of our children and young people. But what does safeguarding mean? It’s about promoting the rights and welfare of all children and young people but also protecting the most vulnerable children and young people from harm – Child Protection. The Warwickshire/Staffordshire Safeguarding Children Board is a kind of ‘safeguarding umbrella’ which makes sure that everyone knows what to do if they are worried about a child or young person and helps professionals and volunteers to do this effectively with policies, procedures and training. This website has been developed to provide accessible, up-to-date information for everyone in Warwickshire/Staffordshire; professionals (whether paid or volunteers), children and young people, families, and the general public.

Each and every one of us has a duty to safeguard, protect and promote the welfare of children and young people. Safeguarding is everyone’s business.

These procedures apply to all children in with a permanent residence, or otherwise, where there is a suspicion that they may be at risk of significant harm.

This policy should be read in conjunction with the guidelines within “Working Together to Safeguard Children”.

The agreed Protocol for all the young people residing at Stepping Stones School is to make a Child Protection referral in line with the local authority procedures

Stepping Stones School will liaise with the Warwickshire/Staffordshire Children’s Services Department’s LADO in relation to:

* Advice about local procedures
* Best practice
* Training
* Young Foundations Child Protection Procedures
* Any conflicts between locally agreed procedures and those of placing authorities.

All staff employed at Stepping Stones School have a responsibility to familiarise themselves with the local Child Protection Committee Procedures and Young Foundations Child Protection Procedures.

All staff will have access to the local Child Protection Procedures; their location will be in the staff office/via the VLE.

If staff are unsure in relation to any aspect of a potential child protection issue, advice and guidance should be sought from senior management.

The Designated Child Protection Officer for Stepping Stones School is the Regional Manager for the West Midlands (Pat Bogle) or in their absence the Head Teacher.

In the event of these persons being unavailable then the school on-call manager/deputy should be contacted.

**Child Protection training is part of every care workers and teachers induction and is updated on a biannual basis.**

**Liaison:**

Communication between care staff and the teacher is on a regular on-going basis. There is a staff handover every day where information about every noteworthy aspect of the school is mentioned and reported. Due to the close working conditions within the school/children’s home any information regarding the welfare of the young person is readily and rapidly passed on. If there are any concerns regarding child protection then those concerns can be discussed with the Head of Care, Deputy or the Directors.

**DEFINITIONS:**

**Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child or young person such as to cause severe and persistent effects on the young person’s emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve making young people feel frightened or in danger or feature developmentally inappropriate expectations.

Some level of emotional abuse is involved in all types of ill treatment of young people, though emotional abuse may occur alone.

Where this type of abuse is suspected, advice should be sought from those with expertise in child or adolescent mental health.

**Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of health and development, including non-organic failure to thrive.

Neglect may also involve parental failure to provide adequate food, shelter or clothing, protection from physical harm or danger or ensure access to appropriate medical care/treatment (may also include neglect of child’s basic emotional needs). Evidence of neglect is built up over time and can cover a range of parenting tasks which include:

* Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
* A child seems to be listless, apathetic and unresponsive with no apparent medical cause.
* Failure of a young person to grow within normal development milestones.
* Observed thriving of a child away from home.
* Voracious appetite.

**Physical Abuse**

Actual or likely injury to a child where there is evidence or reason to suspect the injury or likely injury was deliberately inflicted or not prevented.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical abuse may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to a child (variously described as “fabricated or induced illness” or “Munchausen’s syndrome by proxy”).

**Sexual Abuse**

Sexual abuse is defined as the sexual exploitation of children and young people (under 18 years old) and involves forcing or enticing a child to take part in sexual activities, whether or not s/he are aware of what is happening.

Activities may involve physical contact, including penetration (e.g. rape or buggery) and other non-penetrative acts.

Sexual abuse may take non-physical forms e.g. involving a child in looking at, or in production of pornography, watching sexual activities or encouraging him/her to behave in sexually inappropriate ways.

For the purpose of criminal prosecution, sexual abuse will be related to the age of consent.

**Social Services Responsibilities:**

The key objective for Social Services Departments is to ensure that children are protected from significant harm.

Specific responsibilities include:

* Undertaking, in conjunction with the police, enquiries under s.47 Children Act 1989 wherever there is reasonable cause to suspect that a child is suffering or is likely to suffer abuse or neglect.
* Convening and chairing child protection conferences.
* Maintaining the child protection register.
* Providing a key worker for every child on the protection register.
* Ensuring that the agencies who are party to the protection plan co-ordinate their activities to protect the child.
* Undertaking a core assessment in relation to each child on the register, ensuring that other agencies contribute as necessary to the assessment.
* Convening regular reviews of the child’s progress through both core group and child protection review meetings.

**Children Living away from Home:**

**Basic Safeguards:**

There are a variety of essential safeguards which can reduce risk of abuse/neglect and should be observed in all settings in which children live away from home, including residential care such as that provided by Stepping Stones School inc;

* Children and young people feeling valued and respected.
* An openness to the external world, including families and community.
* Staff/carers trained in all aspects of safeguarding children.
* Ready access by children and young people to trusted adults.
* Clear, effective complaints procedures.
* Rigorous recruitment and selection procedures.
* Clear procedures and support systems for dealing with expressions of concern by staff about their peers.
* A respect for diversity and sensitivity to race, religion, gender, sexuality and disability.
* Effective supervision and support extending to temporary staff and volunteers.

**Referral Route: Overview**

All suspicions or allegations of abuse of a child or young person must be taken seriously and acted upon immediately.

At the end of any discussion or dialogue about a child or young person, the member of staff and the Social Services Department should be clear about who will be taking what action, or that no further action will be taken. Staff should ensure that any decision is recorded in appropriate logbooks.

Where staff make referrals of child abuse or concern, it is expected that, under normal circumstances, parents will be informed of the origin of the concern.

As soon as sufficient concern exists that a child may be at risk of significant harm, a referral must be made without delay. The member of staff should provide the following information:

1. Your name, status and contact point.
2. Full name, address and date of birth of young person.
3. Names and dates of birth of family members.
4. Other professionals involved.
5. The reason for your concern and the way in which the information came to your attention.

All telephone referrals from professionals must be followed up by completion of the multi-agency referral form within 24 hours (see Appendix 1).

It is the responsibility of the member of staff to ensure that compliance with Regulation 30 (1) of the Children’s Homes Regulations 2001, in the event of any incident described in column 1 occurring, the Agencies in column 2 must be notified (see Appendix 2).

**CHILD PROTECTION PROCEDURES**

The School has a copy of the current Warwickshire/Staffordshire Child Protection/Safeguarding Procedures readily accessible.

The Warwickshire/Staffordshire Child Protection/Safeguarding procedures state that the following must be followed in all cases:-

*Where a member of staff is concerned that a child may be suffering abuse. These may include suspicions on allegations where members of the child’s family may have carried out the abuse, staff members who are employed by the school or other young people or young people.*

All members of staff have a duty to be familiar with these procedures.

* It is the responsibility of Young Foundations and Stepping Stones School to ensure that all staff receive training around Child Protection.
* Staff meetings, supervision and training should increase awareness of the issues relating to emotional, physical, sexual abuse and neglect.
* Staff must be aware and implement the School’s “Whistle Blowing” policy (see Appendix

3).

* Staff need to have an understanding and awareness of the impact of bullying on young people and adhere to the School’s “Bullying” policy (see Appendix 4).
* Staff are to be aware of and implement the school’s Visitor’s procedure.

**When working with young people:**

* Staff should have knowledge of the young person’s placement plan, contact arrangements and risk assessments.
* Be open and sensitive to what young people want to say by being aware of and alert to both verbal and non-verbal cues.
* Be sure that the young person knows that you cannot guarantee confidentiality in situations regarding child abuse. Young people must be made clear that any information disclosed may have to be shared within the School structures and partner agencies.
* Staff must not make any judgements regarding any allegations of abuse.
* Listen to what a young person has to say, reassure them that you are listening and believe what they tell you.
* The residential staff may be required to support the young person during this process, this will depend on the relationship between the staff and the young person and the nature of the child protection issues.
* Do not prompt or ask leading questions.
* Do not promise anything you cannot do.

**Taking Young People to Staff Homes**

In the first instance it is not good practice to take young people to staffs’ homes. To reduce and control the risk of allegation or suspected abuse, no staff must take young people to their homes for whatever reason unless this has been authorised by the young person’s social worker and all the appropriate security checks have been done on whoever resides at the address and has been entered into the young person’s care plan. All the above must be confirmed in writing.

**Protection of children within a school setting:**

**Safeguarding and promoting the welfare of children**:

In all instances the following documents have been used as guidance in creating this policy

**‘Keeping children safe in education’**

**Statutory guidance for schools and colleges 2020**

‘**Working Together to Safeguard Children 2018’**

**A guide to inter-agency working to safeguard and promote the welfare of children**

All staff are asked to read these documents as part of their induction/on-going training.

**Stepping Stones School understands:**

Everyone in Stepping Stones School who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff form part of the wider safeguarding system for children. This system is described in statutory guidance ‘Working Together to Safeguard Children’.

School staff work with social care, the police, health services and others to promote the welfare of children and protect them from harm.

The school has a trained designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

**The role of school staff:**

The *Teacher Standards 2012* state that teachers, including Head teacher, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. Young Foundations apply this responsibility on its teaching staff, monitoring and improving practice through key performance management and CPD.

Teachers and non-teaching staff alike know they has a key role in promoting high responsibility on staff to provide a safe environment in which children can learn.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

All staff members are trained in the Mental Health Care UK & Young Foundations Safeguarding policies and procedures as part of staff induction. This includes: Safer recruitment training, CSE training, the school’s child protection policy; the school’s or college’s staff behaviour policy, code of conduct and the designated safeguarding lead training.

All staff members receive appropriate child protection training which is regularly updated.

**Training and the Designated Safeguarding Officer/Lead:**

The school designated safeguarding lead (A senior member of school staff) receives appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention.

This person will have a working knowledge of how local authorities conduct child protection procedures

Ensure each member of staff has access to and understands the school’s child protection policy and procedures

Be alert to the specific needs of children in need

Be able to keep detailed, accurate, secure written records of concerns and referrals

Obtain access to resources and attend any relevant or refresher training courses

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

**Safer recruitment:**

***Recruitment, selection and pre-employment vetting:***

We understand it is vital that Stepping Stones School create a culture of safe recruitment and adopt recruitment procedures that help deter, reject or identify people who might abuse children.

The Directors act swiftly, robustly and reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks(DBS) and prohibition checks together with references and interview information.

**Regulated activity:**

An enhanced DBS check with barred list information is applied as the majority of staff will be engaging in regulated activity. A person will be considered to be in ‘regulated activity’ if as a result of their work they:

* will be responsible, on a regular basis, in any setting for the care or supervision of children; or
* will regularly work in our schools at times when children are on school premises (where the person’s work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor)

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government have produced a factual note on *Regulated Activity in relation to Children: scope.*

**Please refer to link below relating to ‘Regulated activity’ (children):**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf>

**Employment history and references:**

Stepping Stones School always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

References are taken on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

**Single central record:**

We keep a single central record, referred to in the regulations as the register. The single central record covers the following people:

* all staff (including supply staff) who work at the school providing education to children;
* all others who work in regular contact with children in the school including volunteers
* all members of the Director Board

**Stepping Stones School Single Central Record Document**:

The SSCR holds all staff vetting information and can be accessed from within the school systems

**Visitors:**

The school ensures visitors are supervised on site at all times.

***Key Legislative links:***

[Keeping Children Safe in Education 2020](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

[Working Together to Safeguard Children 2018](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

***Further references:***

[Children Act 1989](http://www.legislation.gov.uk/ukpga/1989/41/contents)

[Care Standards Act 2000](http://www.legislation.gov.uk/ukpga/2000/14/contents)

[National Minimum Standards for Residential Special Schools](http://media.education.gov.uk/assets/files/pdf/n/nms%20residential%20special%20schools%20published%20november%202012.pdf)

[National Minimum Standards for Children’s Homes](http://webarchive.nationalarchives.gov.uk/20130401151715/https:/www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00030-2011)

[Disclosure and Barring Service](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

[The Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/2014/3283)

[The Education (Provision of Information by Independent Schools) (England) Regulations 2010 (SI 2010/2919)](http://www.legislation.gov.uk/uksi/2010/2919/contents/made)

***Further information:***

**Education:**

* The Children Act 1989 and 2004
* Education Act 2002
* The Education (Health Standards) (England) Regulations 2003
* The Further Education (Providers of Education) (England) (Regulations) 2006
* The Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/ 1201, SI 2012/1825, SI 2012/3158
* The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
* The Education (Independent School Standards) (England) Regulations 2010 as amended by

SI 2012/2962

* The Education (Non-Maintained Special Schools) (England) Regulations 2011

**Police:**

* Police Act 1997
* The Police Act 1997 (Criminal Records) Regulations 2002, as amended
* The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended

**Other:**

* Safeguarding Vulnerable Groups Act 2006
* Protection of Freedoms Act 2012
* Equality Act 2010
* The Common Law Duty of Care
* The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended

Specific safeguarding issues listed below via the GOV.UK website:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf>

* Child sexual exploitation (CSE) – see also below
* bullying including cyberbullying
* Domestic violence
* Drugs
* Fabricated or induced illness
* Faith abuse
* Female genital mutilation (FGM) – see also below
* Gangs and youth violence
* Mental health
* Private fostering
* Radicalisation
* Sexting
* Teenage relationship abuse

# Referrals are made through the Warwickshire MASH Referral Form <http://www.warwickshire.gov.uk/mashinfoforprofessionals>

**What supports are currently in place**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key agencies** (please tick if currently working with the family) | | |  | |
| G.P.  School Nurse | Tel: Tel:  Tel:  Tel: | E.W.O. |  | Tel:  Tel: |
| Police |
| Community Paediatrician | Community Mental Health | Tel: |
| Dentist | Other S.S.D. | Tel: |
| School | Tel:  Tel:  Tel: | YOT |  | Tel: |
| Nursery | Other | Tel: |
| Education Psychologist |  | Tel: |

|  |  |
| --- | --- |
| Signature of child: | Date: |
|  |  |
| Signature of parent: | Date: |
|  |  |
| Name of worker completing this referral:  Agency: | Date: |
|  |  |
| SSD Receiving Worker:  Team:  Time: | Date: |

|  |  |
| --- | --- |
| *CHILDREN’S SERVICES*  Provision of information and advice  Initial assessment (to be completed  within 7 working days)  Initial Assessment Child Protection  Section 47 | Referral to other agencies  (please state which)  No further action  Information Only |
| *Allocation Date:*  **Worker Name:**  **NFA Date:** | Signature of Manager |

**MORTIMER HOUSE – MASH REFERRAL**

**FIRST INSTANCE MUST BE REFERRED TO FIRST RESPONSE HUB**

**FORM DOWNLOADED FROM**

<https://www.ssscb.org.uk/wp-content/uploads/2020/04/Section-3B-Multi-Agency-Referral-Form-Staffordshire.doc>

|  |  |
| --- | --- |
| www.staffsscb.org.uk |  |

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**SECTION Staffs 3B / SOT C09**

**Multi-Agency Confirmation of Referral to**

**Stoke-on-Trent Children’s Social Care**

**and Staffordshire Children and Families First Response Service**

**This form should always be completed when making a referral to Stoke-on-Trent Children’s Social Care / Staffordshire Children and Families First Response Service in the MASH. This is to allow the sharing of information with other agencies. All urgent child protection referrals should initially be made by telephone and then confirmed in writing as soon as possible, ideally within 24 hours but within a maximum timescale of 48 hours using this form.**

**Concerns should be discussed with the child’s parents, making them aware that a referral to Stoke-on-Trent Children’s Social Care / Staffordshire Children and Families First Response Service has been made, unless to do so would place the child at risk of significant harm, or any other individual at risk of serious harm, or lead to interference with any potential investigation. The child’s safety and well-being must be the overriding consideration in making any such decisions.**

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| **Referrer Details** | | | | | | | | | | | | | | | | | | | |
| **Referred by:** |  | | | | | | | | | | | | | | | | | | |
| **Designation:** |  | | | | | | | | | **Agency:** | |  | | | | | | | |
| **Referrer’s Address:** |  | | | | | | | | | **Post Code:** | |  | | | | | | | |
| **Tel. no** |  | | | | | | | | | **Mobile no.** | |  | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | | | | | | | |
| **Date of Referral:** |  | | | | | | | | | **Time:** | |  | | | | | | | |
| **Name of person receiving the referral:** |  | | | | | | | | | | | | | | | | | | |
| **Is the parent/carer aware of the referral? Please tick appropriate box** | **Yes** | | | |  | | | | | | **No** | |  | | | | | | |
| **Is child/young person aware of referral? Please tick appropriate box** | **Yes** | | | |  | | | | | | **No** | |  | | | | | | |
| **Child/Young Person’s Details** | | | | | | | | | | | | | | | | | | | |
| **Name of the child / young person:** | | |  | | | | | | **Known As / Aliases:** | | | | | | |  | | | |
| **DOB *(or expected date of delivery):*** | | |  | | | | | | **Gender** | | | | | | | **Male** | |  | |
| **Female** | |  | |
| **Unborn** | |  | |
| **Home Address *(Inc. postcode):*** | | |  | | | | | | | | | | | | | | | | |
| **Tel No *(including mobile numbers)*:** | | |  | | | | | | | | | | | | | | | | |
| **Any other known addresses *(Inc. postcode):*** | | |  | | | | | | | | | | | | | | | | |
| **Child / young person’s ethnicity:** | | | | | | | | |  | | | | | | | | | | |
| **Child / young person’s first language:** | | | | | | | | |  | | | | | | | | | | |
| **Child / young person’s religion** | | | | | | | | |  | | | | | | | | | | |
| **Parent / carer’s first language:** | | | | | | | | |  | | | | | | | | | | |
| **Does the child / young person have a disability?** | | | | | | | | |  | | | | | | | | | | |
| **Is an interpreter / signer required?** | | | | | | | | |  | | | | | | | | | | |
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| **Additional Information:** | | | | | | | | | | | | | | | | | | | |
| **Is the child / or has the child / young person been the subject of a child protection plan? Y/N** | | | | | | | | | | | | | | | | | | |  |
| **If yes, please state in which local authority and provide further details if known:** | | | | | | | | | | | | | | | | | | | |
| **Is the child or has the child / young person been a looked after child? Y/N** | | | | | | | | | | | | | | |  | | | | |
| **If yes, please state in which local authority and provide further details if known:** | | | | | | | | | | | | | | | | | | | |
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| **Reason for Referral**  ***(Please include as much information as possible. Remember that the assessment of the level of intervention required will be based upon the information that you provide. You will need to consider the child’s developmental needs; parenting and / or carer capacity to meet the child’s needs; and family and environmental factors).*** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Known risks within this household? (*E.g. violent/aggressive individuals, drug use/dealing, weapons etc.)*** | | | | | | | | | | | | | | | | | | | |
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| **Details of Child/Young Person’s Principal Carers** | | | | | | | | | | | | | | | | | | | |
| **Name** | | **D.O.B** | | | | | | **Relationship to child/young person** | | | | | | | | | **Parental Responsibility (PR)? Y/N** | | |
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| **Other people living in the child / young person’s household** | | | | | | | | | | | | | | | | | | | |
| **Name *(including any known aliases)*** | | | | **D.O.B** | | **M / F** | **Relationship to child /**  **young person** | | | | | | | **Also Referred? Y / N** | | | | | |
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| **Significant others who are not members of child / young person’s household** | | | | | | | | |
| **Name** | | **P.R?**  **Y/N** | **D.O.B** | **M / F** | **Relationship to child /**  **young person** | | **Current Address** | **Tel. No.** |
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| **Key Agencies *(please provide the information below)*** | | | | | | | | |
| **Agency** | **Name** | | | | | **Tel. No./Contact details** | | |
| **G.P** |  | | | | |  | | |
| **Midwife** |  | | | | |  | | |
| **Health Visitor** |  | | | | |  | | |
| **School Nurse** |  | | | | |  | | |
| **Children’s Centre** |  | | | | |  | | |
| **Nursery** |  | | | | |  | | |
| **School** |  | | | | |  | | |
| **School Nurse** |  | | | | |  | | |
| **Education Welfare Officer** |  | | | | |  | | |
| **Youth Offending Service** |  | | | | |  | | |
| **Police** |  | | | | |  | | |
| **Probation Service** |  | | | | |  | | |
| **Paediatrician** |  | | | | |  | | |
| **CAMHS** |  | | | | |  | | |
| **Other *(please state)*** |  | | | | |  | | |

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| **Early Help Assessments (EHA) Details** | | | | | | | | | | | | | | | |
| **Has a EH assessment been completed?** | | **Yes**  ***(please attach to referral)*** | | | **No** | **Date EH assessment completed** | | | | | | |  | | |
|  | | |  | **EHA unique ref. number(s)** | | | | | | |  | | |
| **Name of Lead Worker** | |  | | | | | | | **Agency** | | | |  | | |
| **Address** | |  | | | | | | | **Contact details (Tel. no./ e-mail)** | | | |  | | |
| **Has consent for a EH assessment ever been refused?** | | | | **Yes** | | | | | ***If yes please state the date of when it was refused*** | | | | | | **No** |
|  | | | | |  | | | | | |  |
|  | | | | | | | | | | | | | | | |
| **Authorisation** | | | | | | | | | | | | | | | |
| **Have you discussed this referral with your line manager? Y/N** | | | | | | | | | |  | | | | | |
| **Details of Manager/Supervisor:** | | | | | | | | | | | | | | | |
| **Name:** |  | | | | | | **Designation:** | | | |  | | | | |
| **Tel no.** |  | | | | | | **E-mail** | | | |  | | | | |
| **Referrer’s Signature:** | | |  | | | | | | | | | **Date:** | |  | |
|  | | | | | | | | | | | | | | | |
| **Once you have completed this form please send it to:** | | | | | | | | | | | | | | | |
| **STAFFORDSHIRE REFERRALS:** | | | | | | | | **STOKE-ON-TRENT REFERRALS:** | | | | | | | |
| **Staffordshire County Council's First Response Service: 0800 1313 126**  **(Monday-Thursday 8:30am - 5:00pm and Friday 08:30am - 4:30pm)**  **\*E-mail:** [**firstr@staffordshire.gov.uk**](mailto:firstr@staffordshire.gov.uk) **/ Fax no: 01785 854223**  **Emergency Duty Service (Outside office hours): 0845 6042886** | | | | | | | | **Stoke-on-Trent’s Safeguarding Referral Team (SRT): 01782 235100**  **(Children and Family Services 8.30am – 5pm)**  **\*E-mail: SRT.Referrals@stoke.gov.uk**  **Emergency Duty Team - 01782 234234 (Outside office hours) 5pm – 8.30am** | | | | | | | |
| **\*Please note that any information sharing needs to be in accordance with your agency’s information governance processes. If you are unsure please check with your agency’s**  **Designated Safeguarding Lead.** | | | | | | | | | | | | | | | |

## APPENDIX 2

In compliance with regulation 30 (1) of the Children’s Homes Regulations, in the event of any incident described in column 1 occurring, the Agencies in column 2 must be notified.

Regulation 30 (1)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Event:* | *To be notified to:* | | | | | |
|  | **Commission** | **Placing Authority** | **Secretary of State** | **Local**  **Authority** | **Police** | **Health**  **Authority** |
| Death of a child accommodated in the home |  |  |  |  |  |  |
| Referral to the Secretary of State pursuant to section 2(1)(a) of the Protection of Young people Act 1999(a) of an individual working at the home |  |  |  |  |  |  |
| Serious illness or serious accident sustained by a child accommodated in the home |  |  |  |  |  |  |
| Outbreak of any infectious disease, which in the opinion of a registered medical practitioner attending young people at the home is sufficiently serious to be so notified. |  |  |  |  |  |  |
| Allegation that a child accommodated at the home has committed a serious offence. |  |  |  |  |  |  |
| Involvement or suspected involvement of a child  Accommodated at the home in prostitution. |  |  |  |  |  |  |
| Serious incident necessitating calling the police to the home. |  |  |  |  |  |  |
| Absconding by a child accommodated at the home. |  |  |  |  |  |  |
| Any serious complaint about the home or persons working there. |  |  |  |  |  |  |
| Instigation and outcome of any child protection enquiry involving a child accommodated at the home |  |  |  |  |  |  |

## APPENDIX 3

**WHISTLEBLOWING POLICY**

Employees are often the first to realise that there may be something seriously wrong within their workplace. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to their employer. They may also fear harassment or victimisation.

In these circumstances, it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

Young Foundations is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we encourage employees and others with serious concerns about any aspect of School to come forward and voice those concerns.

It is recognised that certain cases will have to proceed on a confidential basis. This policy document makes it clear that employees can do so without fear of reprisals.

This Whistle blowing Policy is intended to encourage and enable employees to raise serious concerns within the School, rather than overlooking a problem or simply reporting it outside.

This policy aims to:

* provide avenues for you to raise concerns and receive feedback on any action taken;
* allow you to take the matter further if you are dissatisfied with the School’s response;
* reassure you that you will be protected from reprisals or victimisation for

‘Whistle blowing’ in good faith.

There are existing procedures in place to enable you to lodge a grievance relating to your own employment. This policy is intended to cover concerns that fall outside the scope of other procedures.

That concern may be about something that:

* is unlawful; or
* is against the School’s policies/procedures; or
* falls below established standards of practice; or
* amounts to improper conduct.

The School recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible for the malpractice. The School will not tolerate harassment or victimisation and will take action to protect you when you raise a concern in good faith. However, this does not mean that if you are already the subject of disciplinary procedures, that those procedures will be halted as a result of your disclosure.

Young Foundations Limited do its best to protect your identity when you raise a concern and do not want your name to be disclosed.

It must be appreciated that the investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

This policy strongly encourages you to put your name to your allegation. Concerns expressed anonymously are much less powerful and unlikely to be effective but they will be considered at the discretion of the School.

In exercising the discretion, the factors to be taken into account would include:

* the seriousness of the issue raised;
* the credibility of the concern;
* the likelihood of confirming the allegation from the attributable sources.

If you make an allegation in good faith but it is not confirmed by the investigation, no action will be taken against you.

If, however, you make malicious or troublesome allegations, disciplinary action may be taken against you.

**How to raise a concern**

As a first step, you should normally raise concerns with your immediate manager or their superior. This depends, however, on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice***.*** For example, if you believe that management is involved, i.e: Head of Education, in the first instance you should contact Tom Ellison, Operational Director – Young Foundations. If the allegation is against a Governor or Director, you must contact our Local Safeguarding LADO (Local Area Designated Officer – Staffordshire on 0800 1313 126 or out of hours: 0845 6042 886. You must also contact OFSTED immediately.

Concerns are better raised in writing. You are invited to set out the background and history of the concern, giving names, dates and places where possible and the reason why you are particularly concerned about the situation.

If you do not feel able to put your concern in writing, you can telephone or meet the appropriate officer.

The earlier you express the concern, the easier it is to take action.

You may also wish to involve your Trade Union representative at this stage.

Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern.

You may also invite your Trade Union to raise a matter on your behalf.

The action taken by Young Foundations will depend on the nature of the concern.

The matters raised may:

* be investigate internally;
* be referred to the Police;
* be referred to the Commission for Social Care Inspection.

In order to protect individuals and Young Foundations, initial enquiries will be made to decide whether an investigation is appropriate and if so what form it should take.

Concerns or allegations which fall within the scope of specific procedures (for example, child protection) will normally be referred through the appropriate channels.

Some concerns may be resolved by agreed action without the need for investigation.

Within ten working days of a concern being received, the School will write to you:

* acknowledging that the concern has been received;
* indicating how it proposes to deal with the matter;
* giving an estimate of how long it will take to provide a final response;
* telling you whether any initial enquiries have been made and
* telling you whether further investigations will take place, and if not, why not.

The amount of contact between the officers considering the issues and you will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided.

If necessary, further information will be sought from you. When any meeting is arranged, you have the right, if you so wish, to be accompanied by a Union Representative or a friend who is not involved in the area of work to which the concern relates.

Young Foundations will take steps to minimise any difficulties which you may experience as a result of raising a concern. For instance, if you are required to give evidence in criminal or disciplinary proceedings, the School will advise you about the procedure. Where you require personal advice and/or support, an advisor is available at Head Office.

**Young Foundations accepts that you need to be assured that the matter has been properly addressed. Therefore, subject to legal constraints, you will receive information about the outcomes of any investigations.**

## APPENDIX 4

**BULLYING (Peer on Peer Abuse)**

*“The harassment, intimidation or abuse of a child by one or more other young people in school or elsewhere”.*

**Bullying is:**

* Being called names
* Being teased
* Being hit, pushed, pulled, pinched or kicked
* Having a bag, mobile or other possessions taken
* Receiving abusive text messages or e-mails
* Being forced to hand over money
* Being forced to do things you don’t want to
* Being ignored or left out
* Being attacked or called names because of religion, gender, sexuality, disability, appearance or ethnic or cultural origin.

Stepping Stones School works on the basis that all young people will be treated with dignity and respect and their welfare and safety will be paramount. Bullying is a serious issue for all young people, especially those living in group settings.

Bullying is always a serious issue and can affect young people profoundly. Dependant on the nature of the bullying it may be viewed as abusive behaviour which may include:

* Continuous threats of violence
* Continuous harassment
* Ongoing racial abuse
* Assault

If staff feel that any bullying behaviour is classed as abuse they will:

* Initiate a child protection referral
* Inform the child
* Inform placing authority
* Inform parent/carer
* Inform Ofsted

**Recognising Bullying**

If a young person is being bullied or bullying, they may talk about it or they may:

* Look less happy
* Complain of being unwell
* Avoid certain activities
* Change their behaviour, e.g. tantrums, wetting or sleep problems
* Be unwilling to talk about their day
* Have cuts and bruises
* Have money or items that they would not normally have.
* Not want to wear their glasses
* Take things from the home to give to other young people

**Measures to Prevent Bullying**

* We value kindness
* We take all reports of bullying behaviours seriously
* We talk about bullying behaviour
* We value each young person as an individual
* We encourage young people to talk and listen
* We encourage young people to have respect for others
* We practice ways of expressing our feelings and sorting our problems
* We reward good behaviour
* We show and tell young people what kind of behaviour we expect
* We listen to parents and carers
* We monitor places where bullying may occur

**How can you help to prevent Bullying?**

* Everybody gets angry; help young people to express it without hurting others
* Don’t tell them to hit back
* Talk it through
* Encourage young people to share their feelings e.g. happiness, anger, frustration, sadness, joy, excitement
* Encourage them to tell a member of staff straightaway if they get hurt within the home
* Encourage young people to share and have fun with other young people in the home
* Praise young people when they sort out problems by talking, rather than by hurting others

**Allegations of Bullying**

Staff must ensure that:

* All allegations of bullying are listened to and discussed with the Registered Homes Manager.
* The young person who has disclosed being bullied is safe and not at risk of further harm.
* That relevant risk assessments are completed.
* Strategies are developed with the young person, parents, social worker and any other relevant person.
* Staff to communicate effectively, both verbally and in writing around all bullying issues and measures being employed to reduce any further risk.
* Young people are kept fully informed of any decisions made.
* Staff to work proactively with young people who present with bullying behaviour.
* Young people are asked for feedback in relation to how their allegation was dealt with.

**All staff will create an atmosphere where bullying is known to be unacceptable.**

* Bullying should be discussed openly with all young people and this will be accomplished within individual key worker sessions and within young people’s meetings.
* As part of the admission process all young people will be made aware that bullying is unacceptable and what to do if they are being bullied or witness another young person being bullied. Young people will also receive on admission a booklet on Bullying and How to Complain.
* Children will be encouraged to view bullying as a problem for everyone and not just an individual issue. They will be encouraged to intervene where appropriate or to bring adult assistance immediately.
* All staff will act as appropriate role models and will not engage in any sort of bullying, verbal abuse or fun fighting. They will receive training in identifying bullying and also around risk assessing bullying behaviour.
* Any member of staff who witnesses bullying behaviour will deal with the situation immediately. Where necessary advice and guidance will be sought from colleagues and risk assessments will be undertaken to ensure that any further risk is reduced. Staff will act immediately to prevent the bullying from continuing. The young person’s social worker and parent will be informed of all incidents of bullying and accurate records kept.
* All children are supported by staff when raising bullying as an issue.
* Serious bullying, leading to injury or threat of injury must be reported to the DSL who will refer to the Child Protection Procedures. The young person should be made aware of any action being taken and kept up to date with decisions.
* The Senior Management will ensure that risk assessments are carried out at regular intervals and include the times, places and circumstances in which the risk of bullying is greatest and takes action where feasible to reduce or counteract the risk of bullying.
* Bullying is discussed at team meetings on a regular basis and the views of children are sought.
* Advice is made available to those children who bully.
* Support is available to those children who are the victims of bullying.

**All staff must be aware of how they interact with children and must ensure that:**

* All children in their care are treated with respect and dignity.
* Shouting and verbal abuse is unacceptable when dealing with young people.
* Treating children differently is unacceptable.
* Using restraint as a threat or for compliance is unacceptable.
* Fun fighting with children is inappropriate.
* Aware of safe care practices (see Safe Care procedure).
* Aware of young people’s backgrounds.
* Involved in training programmes.
* Aware of Warwickshire/Staffordshire Safeguarding Board Child Protection Procedures and Young Foundation’s Child Protection Policies.
* Any suspicion of bullying is dealt with immediately.
* The welfare of the child is of paramount importance.

**Any victim or Perpetrator of bullying/peer on peer abuse will be supported in the following way:**

* Make sure the child is safe and out of danger.
* A Keyworker session will be conducted immediately following the allegation where reassurance, well-being check will be given and recorded.
* A meeting with the Head of Education to investigate, information gather and check on well-being will be offered within 24 hours of the allegation
* Governance and relevant parties would be informed using RIVO system within 48 hours
* If an act of sexual violence has been reported, this will be reported to the Police immediately
* Any allegation with regard to sexual harassment, radicalisation or safeguarding concern will be referred immediately to the Staffordshire First Response Team who would advise the School on procedural actions.

**Adults can bully children in many different ways and staff have a duty to report a colleague immediately if they feel they are bullying a child. They should:**

* Ensure the young person is safe.
* Ensure that action is taken to prevent it continuing.
* Report any concerns to Senior Management.
* If the issue is not dealt with take your concerns to the Directors.
* Ensure that all children are aware of their rights to make a complaint and support them through this process.

Procedures around the issues of bullying will be reviewed yearly and advice will be sought from relevant professional bodies.

|  |  |  |  |
| --- | --- | --- | --- |
| *Version* | *Author* | *Comments* | *Ratified/Date* |
| *5* | *E Gillin* |  | *T Ellison 10/16* |
| *6* | *E Gillin* | *Updated to include additional classrooms in Staffordshire Local Authority* | *T Ellison 8/18* |
| *7* | *E Gillin* | *SIA Approved L Morgan 8/10/19* | *SIA – L Morgan 8/10/19*  *T Ellison – 8/10/19* |
| *8* | *E Gillin* | *Updated in line with Keeping Children Safe in Education 2020* |  |

*End of document…*