

# Camp – Safeguarding Policy

Discovery Camps are committed to safeguarding and child protection for all children that attend.

Version number	1.0	
Consultation groups	Trust Safeguarding Lead, Camp DSLs, DoOperations	
Approved by	Zack Minton	
Approval date	May 2023	
Adopted by	Trust Board	
Adopted date	January 2023	
Implementation date	August 2023	
Policy/document owner	Safeguarding Lead	
Status	Statutory	
Frequency of review	Annual	
Next review date	May 2024	
Applicable to	Discovery Schools Extended Services	

# Document History

Version	Version Date	Author	Summary of Changes
V1.0	May 2023	Discovery	Holiday Club additions made

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Email <u>das-team@leicester</u>			
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Halford House, 91 Cha	arles Street, Leicester,	LE1 HL	
CHANNEL referral (extremism / radicalisation): 101		101	
		0116 248 6726	
	prevent.team@leicestershire.pnn.police.uk		
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and Performance Service		07538 562 293	
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First Response Children's Duty (Tier 4 Same-day referrals)				
Telephone 0116 3050005				
Email childrensduty@leics.gov.uk				
Address First Response Children's Duty,				
Room 100b, County Hall, Glenfield, LE3 8RF				
The advice phone number for professionals: Mon - Fri: 11am -1:30 2:30- 4pm 0116 305 5500				
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Donna Smalley <u>donna.smalley@leics.gov.uk</u> 0116 3056631				
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	101 prevent teamercleestersme.prin.ponee.uk			
CCE/CSE Consultation Line 0116 305 9521				
	CSE.duty.team@leics.gov.uk			
All other referrals including Early Help (Children & Family <u>http://lrsb.org.uk/childreport</u>				
Wellbeing) Service				
Early Help queries and Consultation Line	0116 305 8727			
	earlyhelpreferrals@leics.gov.uk			
Inclusion Service (Children Missing in Education)	0116 305 2071 Inclusionpupilsupport@leics.gov.uk			
United Against Violence and Abuse Helpline 0808 802 0028				
UAVA Professionals Advice and Referrals 0116 255 0004				

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CHANNEL referral (extremism / radio	calisation):	101	
		Direct prevent line: 0116 248 6726	
<u>q</u>		prevent.team@leicestershire.pnn.police.uk	
Educational Psychology Service (SEND Team) 0		01572 758497	
Elective Home Education		Inclusion@rutland.gov.uk	
United Against Violence and Abuse I	Helpline	0808 802 0028	
		0116 255 0004	

#### • 1. Introduction

Discovery Holiday Camps fully recognises the contribution it can make to protect children and support children during school holidays. The aim of the policy is to safeguard and promote children's welfare, safety and health by fostering an honest, open, caring and supportive environment.

For the purpose of this policy, the word 'Child' is used to describe children attending the Holiday Camps, and those colleagues working within the camps that are below 18 years of age.

We believe that the best interests of children always come first. All pupils have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. We encourage children to talk about their worries and report their concerns to us.

All staff at Discovery Holiday Camps maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

This policy is consistent with the legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 and the guidance:

- 'Keeping children safe in education Statutory guidance for schools and colleges', September 2022 (KCSIE 2022)
- 'Working Together to Safeguard Children', 2018
- 'Ofsted: Education Inspection Framework', 2021
- 'Ofsted: Review of Sexual Abuse in Schools and Colleges', 2021
- Leicestershire and Rutland Safeguarding Children Partnership Multi-Agency Safeguarding Arrangements

Our core safeguarding principles are:

- Prevention
  - creating a positive, supportive and safe culture and curriculum, pastoral support to pupils, safer recruitment procedures).
- Protection
  - following agreed procedures, ensuring staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns).
- Support
  - for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm).
- Working with parents and other agencies
  - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise).

#### • 2. Safeguarding Commitment

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The Discovery Holiday Clubs recognises the importance of providing an ethos and environment that will help children to be safe. Staff encourage children and parents to talk about any concerns and to see holiday club as a safe place even when there are difficulties. Children's worries and fears will be taken seriously, they are actively encouraged to seek help from members of staff. Where appropriate we will ensure the children's wishes and feelings are considered when determining what safeguarding action to take and what services to provide. Discovery Holiday Camps will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children can approach adults if they are worried or are in difficulty;
- Operate safer recruitment procedures and follow Discovery's Recruitment and Selection Policy and use the safer recruitment checklist to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children. These include but are not limited to:
  - o Identity checks
  - Verification of right to work in the UK (including EU nationals)
  - An enhanced DBS criminal record and barred list check (and overseas where needed)
  - o References

• Prohibition from teaching or managing in schools (section 128) checks More information on safer recruitment can be found in Part 3 of Keeping Children Safe in Education 2022.

Where services or activities are provided separately by another body, the Trust will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the Extended Services Manager on these matters where appropriate.

If during a Discovery Holiday Camp, a child is absent for 3 consecutive days, the site leader of the camp will contact the Extended Services Manager. It is the responsibility of the Extended Services Manager to attempt to contact the parents/carers to establish why the child/ren have not attended the Holiday Camp. If no contact is made, then the Extended Services Manager will attempt to contact the individuals who have been added as emergency contacts. If there has still been no contact made, the Reporting Concerns procedure will be followed.

# • 3. Key Roles and Responsibilities

Safeguarding is everyone's responsibility, key roles and responsibilities include:

#### 3.1 Trust Safeguarding and Behaviour Lead Responsibilities

The Trust Safeguarding and Behaviour lead has the responsibility to:

- Ensure that safeguarding policies, procedures and practice across the Trust meet statutory requirements.
- Support DSLs in leading and managing processes and procedures in relation to safeguarding and Child Protection.
- Complete audits of safeguarding compliance and support with areas for development where appropriate.
- Seek external support to ensure audits are robust and follow statutory guidance.

#### 3.2 Trust Extended Services Manager

The Trust Extended Services Manager has the has overall responsibility for the day-to-today oversight of safeguarding and child protection systems (including online safety) during holiday club. The responsibilities of the DSL are outlined in a specific job description that is consistent with the functions set out in Annex C of KCSIE 2022. This includes but is not limited to:

- Acting as the central point of contact for all staff to discuss safeguarding concerns
- Managing referrals to the relevant agencies
- Working with parents and outside agencies
- Information sharing and the management of safeguarding files
- Raising awareness of safeguarding
- Keeping training, knowledge and skills up to date
- Providing support to staff
- Understanding the views of children
- Ensuring adequate and appropriate DSL cover arrangements at all times including out of hours and for out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.

# 3.2 All staff

All Discovery Holiday Camp staff have a responsibility to:

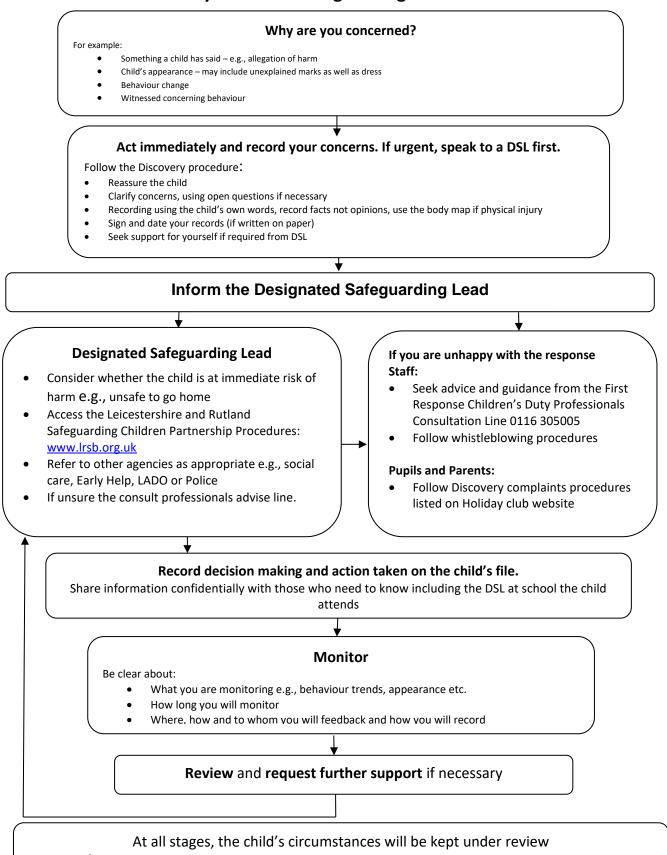
- Read Part 1 of KCSIE and Annex B annually
- Provide a safe environment in which children can participate in activities
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that they are being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the Discovery Holiday Camps safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

#### • 4. Reporting Concerns

At Discovery Holiday Camps we take all concerns seriously. This flow chart details how staff members will respond and report any welfare concerns which are related to a pupil whether they attend a Discovery School or attend a school outside of Discovery Schools Academy Trust.

This policy also covers colleagues working within the clubs who are up to the age of 18 years old, and therefore still classed as a child.

# What to do if you have a Safeguarding Concern about a Child



The DSL/Staff will request further support if required to ensure the child's safety is paramount

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way

and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken. <u>Appendix 1</u> contains the procedural steps a DSL will take.

If responding to an incident of sexual harassment, we will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', September 2021. Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the Discovery's Wrap Around Care complaints process.

#### • 5. Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concern about a child or children within the Holiday Club. If there is a safeguarding concern, a safeguarding concern form will be completed (<u>Appendix 2</u>).

Records of concerns will be completed as soon as possible after the incident/event, using the child's words. These will be written down, signed, dated and passed immediately to the Designated Safeguarding Lead. These forms will be passed to a DSL without delay and if the child attends a Discovery school it is the DSLs responsibility to upload these to CPOMs.

For Holiday Club attending children that aren't pupils of a Discovery school the following action will be taken.

- Written reports will be made of any safeguarding incidents that occur to them.
- The colleague will report these to the Holiday Club Lead and the DSL (usually the Extended Service Manager).
- The records will be stored in a secure electronic folder and shared with the child's school.

For staff under the age of 18, the records will be kept in a secure folder and shared with the person's school/college in addition to the Local Authority Designated Officer.

If there is an immediate safeguarding concern for example pupil is danger of immediate harm, the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed. Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records are kept confidential and stored securely on CPOMs for Trust pupils. Non-Trust pupils' records are kept in a locked filing cabinet at the NSPCC, only Designated Safeguarding Leads have access to these records. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

#### • 6. Support to Pupils, Parents and Staff

#### 6.1 Support to pupils

Discovery Holiday Camps recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. We understand that this can have a lasting impact throughout childhood, adolescence and into adulthood.

All pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place. All concerns, worries and incidents of abuse will always be taken seriously, and pupils will never be made to feel that they are creating a problem by reporting their concern or made to feel ashamed.

At Discovery Holiday Camps we avoid victim blaming. Alleged victims, perpetrators and any other child affected abuse will be supported by:

- Working with parents/carers
- Where necessary and appropriate, informing the police and social care.

# 6.2 Supporting Children potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm:

#### Children with Special Educational Needs or Disabilities

- We acknowledge that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges therefore children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability.
- Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

# Children requiring Mental Health Support

- All staff will be made 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.
- All staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff 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.

 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL

# Children with a Social Worker

- DSLs will hold details of social workers working with children in so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes
- Where children have a social worker, this will inform decisions about a pupils safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

# • Looked after children, previously looked after children and care leavers

 We recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

#### 6.3 Support for parents

Child abuse is devastating for the child; however, we recognise that is can also result in distress and anxiety for parents and carers. We will support parents and carers by ensuring the DSL keeps parties informed and be the central point of contact. The Trust Safeguarding lead can also offer details of helplines, counselling or other avenues of external support to ensure that all family members are supported.

#### 6.4 Support for staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, they should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

We also recognise that some staff may be under 18 years of age and will make it clear on registration for their position, that they understand how we report, log and share any concerns that pertain to their safety and welfare during their time working with us. We will support that colleague in the event of any concerns and enable them to access any further support and help they may need.

# • 7. Specific Safeguarding Concerns

At Discovery Holiday Camps we acknowledge that safeguarding includes a wide range of specific issues that can put children at a greater risk of harm. The different safeguarding concerns are summarised below however more information is included in the relevant appendices.

# 7.1 Abuse and Neglect

When assessing whether a child may be suffering actual potential harm there are four categories of abuse:

- Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- **Emotional Abuse** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

- Neglect the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

For further information, see <u>Appendix 3</u>. We recognise that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Children may report abuse happening to themselves, their peers or their family members.

# 7.2 Peer on Peer Abuse

We recognise that children are capable of abusing their peers and it can happen both in person and online. Peer on peer abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence)
- initiation/hazing type violence and rituals

We acknowledge that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up'. Incidents or allegations will be referred on for appropriate support and intervention. For further information, see <u>Appendix 4</u>.

# 7.3 Online Safety/Online Sexual Abuse

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content.

<u>Appendix 5</u> contains more information but the DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide our response to online sexual abuse on a case-by-case basis.

#### 7.4 Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Sexual violence and sexual harassment are never acceptable. <u>Appendix 6</u> contains further information.

# 7.5 Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. <u>Appendix 7</u> contains further information.

# 7.6 Serious violence

Serious violence is associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff are made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence and these risk factors are listed in <u>Appendix 8</u>.

# 7.7 So called 'Honour-based' abuse

So called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the so-called 'Honour' of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 8), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation). <u>Appendix 9</u> contains more information.

# 7.8 Modern slavery and human trafficking

Modern slavery and human trafficking can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. <u>Appendix 10</u> contains more information.

# 7.9 Radicalisation and Extremism

We recognise that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may need help or protection. <u>Appendix 11</u> contains more information.

# 7.10 Private fostering arrangements

A child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative (includes step-parent, grandparents, uncle, auntie or sibling) for 28 days or more. Staff will inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made.

Discovery's safer recruitment processes follow the statutory guidance: "Keeping children safe in education September 2022, Part Three: Safer recruitment."

Discovery Holiday Camps has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff receive a safeguarding induction and are briefed on the code of conduct for adults working with children before contact with children is allowed. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

In line with statutory requirements, every interview panel for Holiday Camp staff will have at least one member (Extended services manager/ Trust Safeguarding Lead/ Central Team colleague) who has undertaken safer recruitment training. The Discovery safer recruitment checklist will be used to evidence that all checks have been made prior to appointment.

#### • 9. DBS portability

DBS Checks will be undertaken in accordance with Keeping Children Safe in Education.

Where applicants have subscribed to the DBS Update Service, Discovery will seek their consent to undertake an on-line check of their DBS status. Applicants will still be required to produce a hardcopy of their most recent DBS certificate. Where the status check says that the DBS certificate remains current (i.e. no new information recorded), then there is no requirement to undergo a full DBS check.

A recent DBS check (within 12 months) may be accepted subject to a risk assessment that considers:

- If the applicant has had a break in service. A break in service over three months requires a new DBS.
- If the level of that check is right for the position being recruited.
- If the certificate matches the job role the position field and information on the certificate must match that of the applicant's new role.
- The police disclose information on an enhanced DBS certificate
- The information revealed was based on the identity of the applicant, which was validated by another Registered Body
- That the identity details on the certificate match those of the applicant

Employees subject to DBS checks must disclose any convictions, cautions, reprimands or final warnings that arise during their service with Holiday camps to the Extended Services Manager immediately. Failure to reveal information directly relevant to their role may lead to disciplinary action.

# • 10. Staff Induction and Training

#### 10.1 Induction

At Induction all new staff will receive safeguarding awareness training. This induction includes information to ensure they are aware of Discovery's internal safeguarding processes.

# 10.2 Training

Annually, all staff members are reminded of safeguarding procedures and updates are shared to ensure they are aware of indicators of a range of safeguarding issues. All staff will be provided with a

copy of this policy, Part One and Annex B of KCSIE 2021. Copies of this policy and KCSIE are available on the Discovery Holiday Camp Website.

# 10.3 Use of mobile phones

All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises.

Staff should never use their personal mobile phone or other personal device to record images of children, recordings or give out their personal contact details to pupils and/or their family. All telephone contact with parents or carers must be made on the Holiday Club phone.

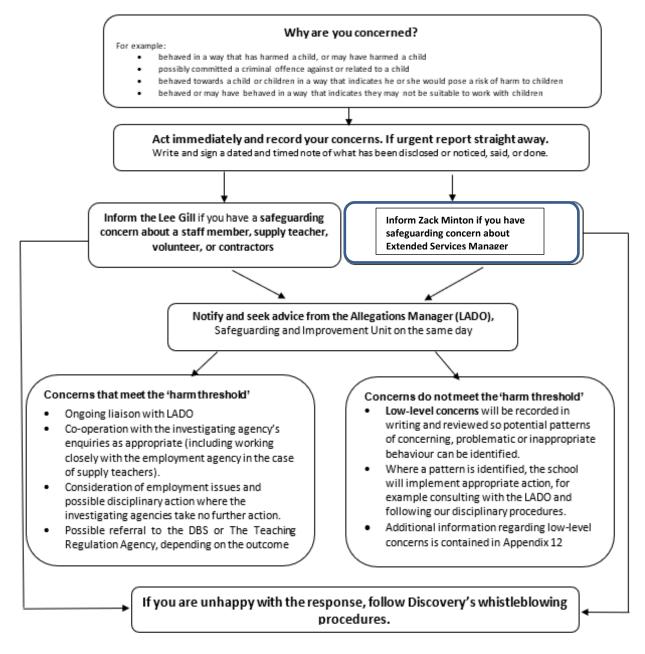
•

# • 11. Reporting incidents with safeguarding concerns or allegations against staff

As part of our approach to safeguarding, we have created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff.

All staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. All concerns are dealt with promptly and appropriately including 'Low-level concerns'- <u>Appendix 12</u> contains more information regarding our 'Low-Level Concerns' procedure.

#### What to do if you have a Safeguarding Concern about a Staff Member



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#### • 12. Record Keeping of concerns or allegations against staff

Following a concern or allegation against a member of staff, the Extended Services Manager will have a conversation with the member of staff (unless advised not to do so by the LADO or Police). The Extended Services Manager will decide if any formal action needs to be taken. If formal action is not required a record of the informal discussion will be placed on file at local level, which only the Extended Services Manager will have access to. If formal actions are required, the Extended Services Manager will follow the Trusts Disciplinary Procedures Policy and discussions/outcomes are placed on file at Trust level. If the concern is about the Extended Services Manager, the same procedure applies but Zac Minton will complete the informal discussion. The Trusts Disciplinary Procedures Policy will be followed if these concerns become of a formal nature.

#### • 13. Policy Monitoring and Review

This policy will be reviewed at least annually (as a minimum) and be updated as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

• Appendix 1: Designated Safeguarding Lead procedure for responding to a concern

1) Log all information and records of communications on CPOMs.

- Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the the First Response
  Situation. If in doubt, seek advice from professionals' consultation line.
- 3) Share information know.



- confidentially with those who need to
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).
- If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving holiday club, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g., a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated, and the Police should be contacted immediately.

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# CHILD PROTECTION/WELFARE CONCERN FORM

PUPIL NAME	School
Name and Position of person	
completion form (Please print)	
Time and Date of Incident/Concern:	
Incident/Concern (who, what, where, whe	n)
If injury has been noticed / occurre	d please indicate where on the body map:
	$\langle \rangle \rangle \rangle$
Please use continuation sheet	Y/N No: of sheets used

Any other relevant information (co	ontext of information	shared, witnesses	, immediate
action taken)			

Reporting Staff Signature:	Date
Passed to DSL:	Date/Time
Action Taken by Designated Safeguarding Lead:	
This form was uploaded to CPOMS by: Date/Time	
Actions recorded on CPOMS and school DSL's informed	
DSL informed reporting staff member of any actions need appropriate)	ded : Y/N (delete as

#### Appendix 3: Abuse and Neglect Further Information

The four categories of abuse:

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social

interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### • Appendix 4: Peer on Peer Abuse

All members of staff recognise that children are capable of abusing their peers, and that it can happen both offline and online. Peer on peer abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up".

Peer on Peer abuse may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. There are local authority guidance and policies which detail Discovery's procedures to address and minimise these concerns:

- "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
- DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping children safe in education".

Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.

Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults (to avoid a possible conflict of interest), to the alleged victim, the child accused and any other children involved.

A referral to any relevant outside agency will be made e.g., Police or Social Care. The following steps will be taken to minimise the risk of peer on peer abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Clear procedures put in place to govern the use of mobile phones during Holiday Camps
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

# Appendix 5: Online Safety/Online Sexual Abuse

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, to sexually harass their peers, share indecent images (consensually and nonconsensually) and view and share pornography and other harmful content.

Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide our response on a case by case basis. All staff are made aware of the key points in this document:

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm. All decisions and action taken will be recorded in line with our child protection procedures.

A referral will be made to ICS and/or the police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.

• a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes. The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

#### • Appendix 6: Sexual Violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). The risk will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them. Immediate consideration will be given as to

Reports will initially be managed internally and where necessary will be referred to Integrated Children's Services and/or the Police. The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from the Local Authority.

#### • Appendix 7: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse 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.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime.

'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminal to use their banking facilities to launder money.

CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others.

It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online.

Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

#### • Appendix 8: Serious Violence Risk Factors

The following risk factors increase the likelihood of involvement in serious violence:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending such as theft or robbery.

Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

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#### • Appendix 9: Female Genital Mutilation

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

Our response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are several emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

#### • Appendix 10: Modern slavery and human trafficking

Modern slavery and human trafficking can take on many forms, including:

- sexual exploitation
- forced labour
- slavery
- servitude
- forced criminality
- the removal of organs.

Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to:

- neglect
- isolation
- poor living conditions
- having few personal belongings
- a lack of trust and reluctance to seek help.

Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

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#### • Appendix 11: Radicalisation and Extremism

We recognise the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our children being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see below)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

We seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

# • Appendix 12: Low-level Concerns Procedure

# 1. Purpose

All staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor, or other person working at the holiday camp. This helps to create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019) are lived, monitored, and reinforced.

The procedure should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2. This procedure applies to all staff and other individuals who work or volunteer at the Holiday Camp.

# 2. Definition of a low-level concern

The term 'low-level' concern does not mean that it is not insignificant. It means that the behaviour towards a child does not meet threshold:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the Holiday camp may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

# 3. Reporting low-level concerns

Where a low-level concern has been identified this will be reported as soon possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened.

Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (the most senior member of SLT acting in this role). The most senior member of SLT must inform the headteacher of the details as soon as possible.

Low-level concerns about the headteacher will be reported to David Briggs (Director of Primary Education).

# 4. Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

#### 5. Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour:
  - i) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019): no further action will be required,
  - ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.
  - iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
  - iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- Records will be made of:
  - o all internal conversations including any relevant witnesses,
  - all external conversations eg with the LADO
  - the decision and the rationale for it
  - o any action taken

It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Where behaviour is consistent with the "Guidance for safer working practice" (May 2019) feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice".

#### 6. Reviewing

Low-level concerns records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

# 7. References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

# 8. Trust support

The Extended Services Manager will regularly inform the Trust about any low-level concerns. The Trust Safeguarding Lead may also review an anonymised sample to ensure that these concerns have been handled appropriately.

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# Designated Safeguarding Leads

Extended Services Manager	Lee Gill	07961600811
		lgill@discoverytrust.org
Safeguarding and Behaviour	Zack Minton	0116 3184066
Lead		zminton@discoverytrust.org
Trust CEO	Paul Stone	07870194191
		pstone@discoverytrust.org.uk

Leicester City: Safeguarding and Improvement Unit contacts			
LADO / Allegations	Jude Atkinson	0116 454 2440	
		Lado-allegations-referral@leicester.gov.uk	
Safeguarding Development	Julie Chapaneri	0116 454 3076	
Officers:		Julie.Chapaneri@leicester.gov.uk	
	Mohammed Patel	0116 454 1454	
		MohammedPatel@leicester.gov.uk	
Children Missing from Education	Inclusion Team	0116 305 2071	
Children's Social Care services – Duty and Advice – CSE concerns – referral desk			
Telephone 0116 454 1004 (24 hours)			
Email <u>das-team@leicester.gcsx.gov.uk</u>			
Address Duty & Advice Service,			
Halford House, 91 Cha	arles Street, Leicester,	LE1 HL	
CHANNEL referral (extremism / radicalisation):		101	
		0116 248 6726	
prev		prevent.team@leicestershire.pnn.police.uk	
Leicester City Psychology and Education Welfare 0116 4545470		0116 4545470	
Service		psychology@leicester.gov.uk	
Early Help Advice		0116 454 1934	
		early-help@leicester.gov.uk	
United Against Violence and Abuse Helpline		0808 802 0028	
UAVA Professionals Advice and Referrals		0116 255 0004 (professionals only)	

Leicestershire: Safeguarding and Improvement Unit contacts		
Service Manager – Safeguarding	Hayley Binley	0116 305 7566
and Performance Service		07538 562 293
LADO / Allegations		0116 305 4141
		CFS-LADO@leics.gov.uk
	Out of Hours 8.30-4.30	0016 3050005
Safeguarding Development	Simon Genders	0116 305 7750 simon.genders@leics.gov.uk
Officers:		0116 3057317 ann.prideaux@leics.gov.uk
	Ann Prideaux	

First Response Children's Duty (Tier 4 Same-day referrals)		
Telephone 0116 3050005		
Email childrensduty@leics.gov.uk		
Address First Response Children's Duty,		
Room 100b, County Hall, Glenfield, LE3 8RF		
The advice phone number for professionals: Mon - Fri: 11am -1:30 2:30- 4pm 0116 305 5500		
First response service managers:		
Donna Smalley <u>donna.smalley@leics.gov.uk</u> 0116 3056631		
Wendy Collins wendy.collins@leics.gov.uk 0116 3054949		
Wendy comms wendy.comms@refcs.gov.uk    0110 5054949      CHANNEL referral (extremism / radicalisation):    101 prevent.team@leicestershire.pnn.police.uk		
CHANNEL TETETTAI (EXtremisin / Taucalisation).	101 prevent team@ieicestersinie.prin.police.uk	
CCE/CSE Consultation Line	0116 305 9521	
	CSE.duty.team@leics.gov.uk	
All other referrals including Early Help (Children & Family	http://lrsb.org.uk/childreport	
Wellbeing) Service		
Early Help queries and Consultation Line	0116 305 8727	
	earlyhelpreferrals@leics.gov.uk	
Inclusion Service (Children Missing in Education)	0116 305 2071 Inclusionpupilsupport@leics.gov.uk	
United Against Violence and Abuse Helpline	0808 802 0028	
UAVA Professionals Advice and Referrals 0116 255 0004		

Rutland Safeguarding and Improvement Unit contacts			
LADO / Allegations	Denys Wynter	01572 758454	
		LADO@rutland.gov.uk	
Safeguarding Development	Simon Genders	0116 305 7750 simon.genders@leics.gov.uk	
Officers:		0116 3057317 ann.prideaux@leics.gov.uk	
	Ann Prideaux		
Children Missing from Education	Andrea Tyler	01572 758274	
Children's Social Care services – Duty and Advice – CSE concerns      Telephone    01572 758407      Out of hours:    0116 305 0005      Email    dutyteam@rutland.gcsx.gov.uk      Address    Rutland County Council      Children's Duty & Assessments    Catmose, Oakham, Rutland, LE15 6HP			
CHANNEL referral (extremism / radicalisation):		101	
		Direct prevent line: 0116 248 6726	
<u>p</u>		prevent.team@leicestershire.pnn.police.uk	
Educational Psychology Service (SEND Team) 0		01572 758497	
Elective Home Education		Inclusion@rutland.gov.uk	
United Against Violence and Abuse I	Helpline	0808 802 0028	
		0116 255 0004	

#### • 1. Introduction

Discovery Holiday Camps fully recognises the contribution it can make to protect children and support children during school holidays. The aim of the policy is to safeguard and promote children's welfare, safety and health by fostering an honest, open, caring and supportive environment.

For the purpose of this policy, the word 'Child' is used to describe children attending the Holiday Camps, and those colleagues working within the camps that are below 18 years of age.

We believe that the best interests of children always come first. All pupils have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. We encourage children to talk about their worries and report their concerns to us.

All staff at Discovery Holiday Camps maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

This policy is consistent with the legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 and the guidance:

- 'Keeping children safe in education Statutory guidance for schools and colleges', September 2022 (KCSIE 2022)
- 'Working Together to Safeguard Children', 2018
- 'Ofsted: Education Inspection Framework', 2021
- 'Ofsted: Review of Sexual Abuse in Schools and Colleges', 2021
- Leicestershire and Rutland Safeguarding Children Partnership Multi-Agency Safeguarding Arrangements

Our core safeguarding principles are:

- Prevention
  - creating a positive, supportive and safe culture and curriculum, pastoral support to pupils, safer recruitment procedures).
- Protection
  - following agreed procedures, ensuring staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns).
- Support
  - for all pupils, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm).
- Working with parents and other agencies
  - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise).

#### • 2. Safeguarding Commitment

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

The Discovery Holiday Clubs recognises the importance of providing an ethos and environment that will help children to be safe. Staff encourage children and parents to talk about any concerns and to see holiday club as a safe place even when there are difficulties. Children's worries and fears will be taken seriously, they are actively encouraged to seek help from members of staff. Where appropriate we will ensure the children's wishes and feelings are considered when determining what safeguarding action to take and what services to provide. Discovery Holiday Camps will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children can approach adults if they are worried or are in difficulty;
- Operate safer recruitment procedures and follow Discovery's Recruitment and Selection Policy and use the safer recruitment checklist to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children. These include but are not limited to:
  - o Identity checks
  - Verification of right to work in the UK (including EU nationals)
  - An enhanced DBS criminal record and barred list check (and overseas where needed)
  - References
- Prohibition from teaching or managing in schools (section 128) checks More information on safer recruitment can be found in Part 3 of Keeping Children Safe in

Education 2022.

Where services or activities are provided separately by another body, the Trust will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children (inspecting these where needed) and that there are arrangements to liaise with the Extended Services Manager on these matters where appropriate.

If during a Discovery Holiday Camp, a child is absent for 3 consecutive days, the site leader of the camp will contact the Extended Services Manager. It is the responsibility of the Extended Services Manager to attempt to contact the parents/carers to establish why the child/ren have not attended the Holiday Camp. If no contact is made, then the Extended Services Manager will attempt to contact the individuals who have been added as emergency contacts. If there has still been no contact made, the Reporting Concerns procedure will be followed.

#### • 3. Key Roles and Responsibilities

Safeguarding is everyone's responsibility, key roles and responsibilities include:

#### 3.1 Trust Safeguarding and Behaviour Lead Responsibilities

The Trust Safeguarding and Behaviour lead has the responsibility to:

- Ensure that safeguarding policies, procedures and practice across the Trust meet statutory requirements.
- Support DSLs in leading and managing processes and procedures in relation to safeguarding and Child Protection.
- Complete audits of safeguarding compliance and support with areas for development where appropriate.
- Seek external support to ensure audits are robust and follow statutory guidance.

#### 3.2 Trust Extended Services Manager

The Trust Extended Services Manager has the has overall responsibility for the day-to-today oversight of safeguarding and child protection systems (including online safety) during holiday club. The responsibilities of the DSL are outlined in a specific job description that is consistent with the functions set out in Annex C of KCSIE 2022. This includes but is not limited to:

- Acting as the central point of contact for all staff to discuss safeguarding concerns
- Managing referrals to the relevant agencies
- Working with parents and outside agencies
- Information sharing and the management of safeguarding files
- Raising awareness of safeguarding
- Keeping training, knowledge and skills up to date
- Providing support to staff
- Understanding the views of children
- Ensuring adequate and appropriate DSL cover arrangements at all times including out of hours and for out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.

## 3.2 All staff

All Discovery Holiday Camp staff have a responsibility to:

- Read Part 1 of KCSIE and Annex B annually
- Provide a safe environment in which children can participate in activities
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that they are being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the Discovery Holiday Camps safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.

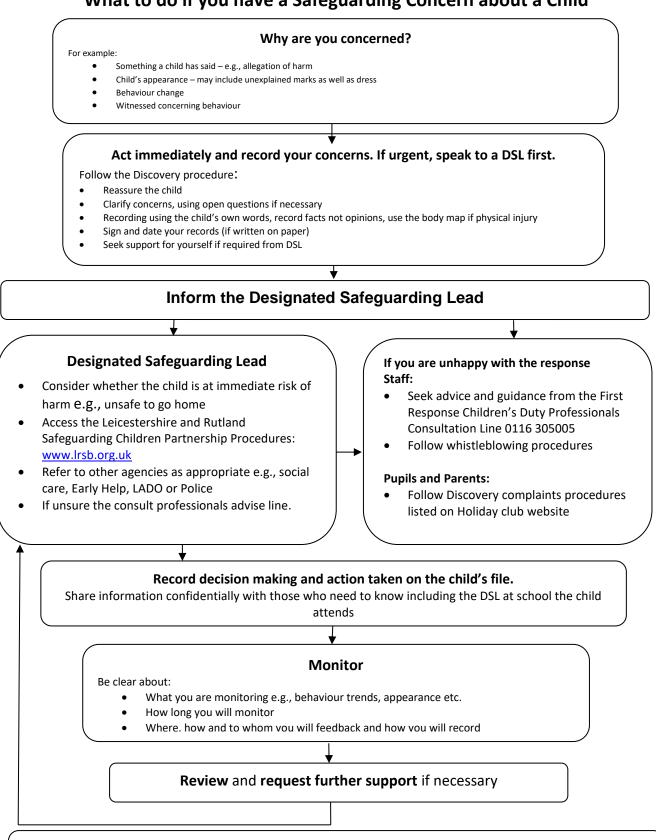
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

## • 4. Reporting Concerns

At Discovery Holiday Camps we take all concerns seriously. This flow chart details how staff members will respond and report any welfare concerns which are related to a pupil whether they attend a Discovery School or attend a school outside of Discovery Schools Academy Trust.

This policy also covers colleagues working within the clubs who are up to the age of 18 years old, and therefore still classed as a child.

# What to do if you have a Safeguarding Concern about a Child



At all stages, the child's circumstances will be kept under review The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount**  In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken. Appendix 1 contains the procedural steps a DSL will take.

If responding to an incident of sexual harassment, we will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', September 2021. Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the Discovery's Wrap Around Care complaints process.

#### • 5. Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concern about a child or children within the Holiday Club. If there is a safeguarding concern, a safeguarding concern form will be completed (<u>Appendix 2</u>).

Records of concerns will be completed as soon as possible after the incident/event, using the child's words. These will be written down, signed, dated and passed immediately to the Designated Safeguarding Lead. These forms will be passed to a DSL without delay and if the child attends a Discovery school it is the DSLs responsibility to upload these to CPOMs.

For Holiday Club attending children that aren't pupils of a Discovery school the following action will be taken.

- Written reports will be made of any safeguarding incidents that occur to them.
- The colleague will report these to the Holiday Club Lead and the DSL (usually the Extended Service Manager).
- The records will be stored in a secure electronic folder and shared with the child's school.

For staff under the age of 18, the records will be kept in a secure folder and shared with the person's school/college in addition to the Local Authority Designated Officer.

If there is an immediate safeguarding concern for example pupil is danger of immediate harm, the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed. Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records are kept confidential and stored securely on CPOMs for Trust pupils. Non-Trust pupils' records are kept in a locked filing cabinet at the NSPCC, only Designated Safeguarding Leads have access to these records. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

# • 6. Support to Pupils, Parents and Staff

## 6.1 Support to pupils

Discovery Holiday Camps recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. We understand that this can have a lasting impact throughout childhood, adolescence and into adulthood.

All pupils who experience abuse will be offered appropriate support, regardless of where the abuse takes place. All concerns, worries and incidents of abuse will always be taken seriously, and pupils will never be made to feel that they are creating a problem by reporting their concern or made to feel ashamed.

At Discovery Holiday Camps we avoid victim blaming. Alleged victims, perpetrators and any other child affected abuse will be supported by:

- Working with parents/carers
- Where necessary and appropriate, informing the police and social care.

## 6.2 Supporting Children potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm:

## Children with Special Educational Needs or Disabilities

- We acknowledge that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges therefore children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability.
- Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

# Children requiring Mental Health Support

 All staff will be made 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.

- All staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff 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.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL

## Children with a Social Worker

- DSLs will hold details of social workers working with children in so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes
- Where children have a social worker, this will inform decisions about a pupils safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

## • Looked after children, previously looked after children and care leavers

 We recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

# 6.3 Support for parents

Child abuse is devastating for the child; however, we recognise that is can also result in distress and anxiety for parents and carers. We will support parents and carers by ensuring the DSL keeps parties informed and be the central point of contact. The Trust Safeguarding lead can also offer details of helplines, counselling or other avenues of external support to ensure that all family members are supported.

# 6.4 Support for staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, they should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

We also recognise that some staff may be under 18 years of age and will make it clear on registration for their position, that they understand how we report, log and share any concerns that pertain to their safety and welfare during their time working with us. We will support that colleague in the event of any concerns and enable them to access any further support and help they may need.

# • 7. Specific Safeguarding Concerns

At Discovery Holiday Camps we acknowledge that safeguarding includes a wide range of specific issues that can put children at a greater risk of harm. The different safeguarding concerns are summarised below however more information is included in the relevant appendices.

## 7.1 Abuse and Neglect

When assessing whether a child may be suffering actual potential harm there are four categories of abuse:

- Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- **Emotional Abuse** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- Neglect the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

For further information, see <u>Appendix 3</u>. We recognise that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Children may report abuse happening to themselves, their peers or their family members.

## 7.2 Peer on Peer Abuse

We recognise that children are capable of abusing their peers and it can happen both in person and online. Peer on peer abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence)
- initiation/hazing type violence and rituals

We acknowledge that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up'. Incidents or allegations will be referred on for appropriate support and intervention. For further information, see <u>Appendix 4</u>.

## 7.3 Online Safety/Online Sexual Abuse

We recognise that technology is a significant component in many safeguarding and wellbeing

issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, to sexually harass their peers, share indecent images (consensually and non-consensually) and view and share pornography and other harmful content.

<u>Appendix 5</u> contains more information but the DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide our response to online sexual abuse on a case-by-case basis.

# 7.4 Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Sexual violence and sexual harassment are never acceptable. <u>Appendix 6</u> contains further information.

# 7.5 Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. <u>Appendix 7</u> contains further information.

# 7.6 Serious violence

Serious violence is associated with a number of risk indicators in children including increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries. Staff are made aware of these and of the other risk factors which increase the likelihood of involvement in serious violence and these risk factors are listed in <u>Appendix 8</u>.

# 7.7 So called 'Honour-based' abuse

So called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the so-called 'Honour' of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 8), forced marriage, and practices such as breast ironing. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation). <u>Appendix 9</u> contains more information.

# 7.8 Modern slavery and human trafficking

Modern slavery and human trafficking can take on many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Children may be trafficked into the UK from abroad or moved around the country. <u>Appendix 10</u> contains more information.

## 7.9 Radicalisation and Extremism

We recognise that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may need help or protection. <u>Appendix 11</u> contains more information.

## 7.10 Private fostering arrangements

A child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative (includes step-parent, grandparents, uncle, auntie or sibling) for 28 days or more. Staff will inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made.

#### • 8. Recruitment and Selection of Staff

Discovery's safer recruitment processes follow the statutory guidance: "Keeping children safe in education September 2022, Part Three: Safer recruitment."

Discovery Holiday Camps has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff receive a safeguarding induction and are briefed on the code of conduct for adults working with children before contact with children is allowed. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

In line with statutory requirements, every interview panel for Holiday Camp staff will have at least one member (Extended services manager/ Trust Safeguarding Lead/ Central Team colleague) who has undertaken safer recruitment training. The Discovery safer recruitment checklist will be used to evidence that all checks have been made prior to appointment.

## • 9. DBS portability

DBS Checks will be undertaken in accordance with Keeping Children Safe in Education.

Where applicants have subscribed to the DBS Update Service, Discovery will seek their consent to undertake an on-line check of their DBS status. Applicants will still be required to produce a hardcopy of their most recent DBS certificate. Where the status check says that the DBS certificate remains current (i.e. no new information recorded), then there is no requirement to undergo a full DBS check.

A recent DBS check (within 12 months) may be accepted subject to a risk assessment that considers:

- If the applicant has had a break in service. A break in service over three months requires a new DBS.
- If the level of that check is right for the position being recruited.
- If the certificate matches the job role the position field and information on the certificate must match that of the applicant's new role.
- The police disclose information on an enhanced DBS certificate
- The information revealed was based on the identity of the applicant, which was validated by another Registered Body

That the identity details on the certificate match those of the applicant

Employees subject to DBS checks must disclose any convictions, cautions, reprimands or final warnings that arise during their service with Holiday camps to the Extended Services Manager immediately. Failure to reveal information directly relevant to their role may lead to disciplinary action.

## • 10. Staff Induction and Training

## 10.1 Induction

At Induction all new staff will receive safeguarding awareness training. This induction includes information to ensure they are aware of Discovery's internal safeguarding processes.

# 10.2 Training

Annually, all staff members are reminded of safeguarding procedures and updates are shared to ensure they are aware of indicators of a range of safeguarding issues. All staff will be provided with a copy of this policy, Part One and Annex B of KCSIE 2021. Copies of this policy and KCSIE are available on the Discovery Holiday Camp Website.

# 10.3 Use of mobile phones

All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises.

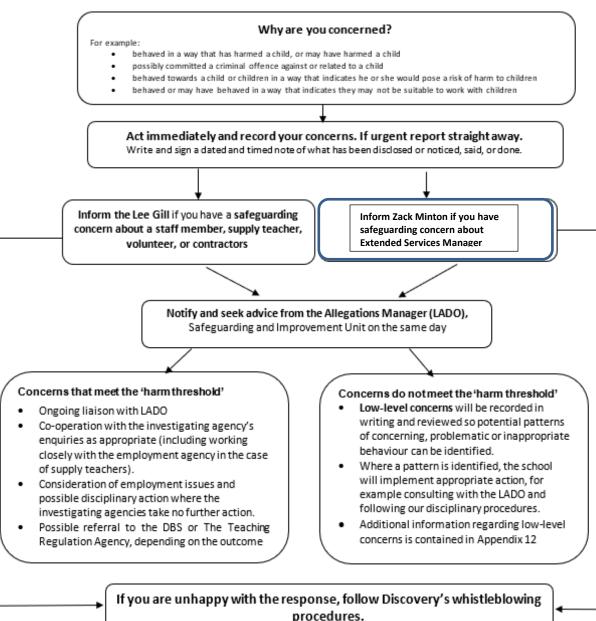
Staff should never use their personal mobile phone or other personal device to record images of children, recordings or give out their personal contact details to pupils and/or their family. All telephone contact with parents or carers must be made on the Holiday Club phone.

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# • 11. Reporting incidents with safeguarding concerns or allegations against staff

As part of our approach to safeguarding, we have created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff code of conduct are constantly lived, monitored and reinforced by all staff.

All staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. All concerns are dealt with promptly and appropriately including 'Low-level concerns'- <u>Appendix 12</u> contains more information regarding our 'Low-Level Concerns' procedure.



# What to do if you have a Safeguarding Concern about a Staff Member

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#### 12. Record Keeping of concerns or allegations against staff

Following a concern or allegation against a member of staff, the Extended Services Manager will have a conversation with the member of staff (unless advised not to do so by the LADO or Police). The Extended Services Manager will decide if any formal action needs to be taken. If formal action is not required a record of the informal discussion will be placed on file at local level, which only the Extended Services Manager will have access to. If formal actions are required, the Extended Services Manager will follow the Trusts Disciplinary Procedures Policy and discussions/outcomes are placed on file at Trust level.

If the concern is about the Extended Services Manager, the same procedure applies but Zac Minton will complete the informal discussion. The Trusts Disciplinary Procedures Policy will be followed if these concerns become of a formal nature.

# • 13. Policy Monitoring and Review

This policy will be reviewed at least annually (as a minimum) and be updated as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

#### • Appendix 1: Designated Safeguarding Lead procedure for responding to a concern

- 8) Log all information and records of communications on CPOMs.
- 9) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals' consultation line.
- 10) Share information confidentially with those who need to know.
- 11) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).
- 12) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 13) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 14) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving holiday club, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g., a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated, and the Police should be contacted immediately.

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• Appendix 2: Child

Protection/Welfare Concern Form



# CHILD PROTECTION/WELFARE CONCERN FORM

PUPIL NAME	School
Name and Position of person completion form (Please print)	
Time and Date of Incident/Concern:	
Incident/Concern (who, what, where, whe	n)
If injury has been noticed / occurre	d please indicate where on the body map:

Please use continuation sheet	Y/N	No: of sheets used	
Any other relevant information (contraction taken)	ext of informati	on shared, witnesses, immedia	ite

Passed to DSL:	Date/Time
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Action Taken by Designated Safeguarding Lead:

This form was uploaded to CPOMS by: ..... Date/Time.....

Actions recorded on CPOMS and school DSL's informed

DSL informed reporting staff member of any actions needed : Y/N (delete as appropriate)

#### • Appendix 3: Abuse and Neglect Further Information

The four categories of abuse:

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## • Appendix 4: Peer on Peer Abuse

All members of staff recognise that children are capable of abusing their peers, and that it can happen both offline and online. Peer on peer abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as "banter", "just having a laugh" or "part of growing up".

Peer on Peer abuse may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. There are local authority guidance and policies which detail Discovery's procedures to address and minimise these concerns:

- "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance)
- DfE guidance "Sexual violence and sexual harassment between children in schools and colleges" and Part 5 of "Keeping children safe in education".

Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.

Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults (to avoid a possible conflict of interest), to the alleged victim, the child accused and any other children involved.

A referral to any relevant outside agency will be made e.g., Police or Social Care. The following steps will be taken to minimise the risk of peer on peer abuse:

- Staff training to ensure an understanding of what it is and how to recognise signs
- Clear procedures put in place to govern the use of mobile phones during Holiday Camps
- Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

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# Appendix 5: Online Safety/Online Sexual Abuse

We recognise that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse online as well as face to face. Some children may use mobile and smart technology, to sexually harass their peers, share indecent images (consensually and nonconsensually) and view and share pornography and other harmful content.

Online safety is a consideration running through the planning and implementation of all relevant policies and procedures. Staff will always respond if informed that children have been involved in sharing indecent images. The DfE guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020) will be used to guide our response on a case by case basis. All staff are made aware of the key points in this document:

- Report immediately to the DSL
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm. All decisions and action taken will be recorded in line with our child protection procedures.

A referral will be made to ICS and/or the police immediately if:

- the incident involves an adult (over 18).
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
- the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.

## Appendix 6: Sexual Violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). The risk will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them. Immediate consideration will be given as to

Reports will initially be managed internally and where necessary will be referred to Integrated Children's Services and/or the Police. The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from the Local Authority.

## • Appendix 7: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. The abuse 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.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted - exploitation, as well as being physical, can be facilitated and/or take place online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime.

'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminal to use their banking facilities to launder money.

CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others.

It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online.

Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

#### • Appendix 8: Serious Violence Risk Factors

The following risk factors increase the likelihood of involvement in serious violence:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending such as theft or robbery.

Staff training will raise awareness to these risks and any concerns will be passed to the Designated Safeguarding Lead to co-ordinate a safeguarding response.

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#### • Appendix 9: Female Genital Mutilation

Whilst all staff will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

Our response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are several emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

#### • Appendix 10: Modern slavery and human trafficking

Modern slavery and human trafficking can take on many forms, including:

- sexual exploitation
- forced labour
- slavery
- servitude
- forced criminality
- the removal of organs.

Children may be trafficked into the UK from abroad or moved around the country. Staff need to be aware of indicators which include, but not limited to:

- neglect
- isolation
- poor living conditions
- having few personal belongings
- a lack of trust and reluctance to seek help.

Staff will refer any concerns to the DSL without delay who will take action and also refer victims to the National Referral Mechanism (www.gov.uk).

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#### • Appendix 11: Radicalisation and Extremism

We recognise the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our children being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see below)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

We seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

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# • Appendix 12: Low-level Concerns Procedure

#### 4. Purpose

All staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor, or other person working at the holiday camp. This helps to create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019) are lived, monitored, and reinforced.

The procedure should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2. This procedure applies to all staff and other individuals who work or volunteer at the Holiday Camp.

#### 5. Definition of a low-level concern

The term 'low-level' concern does not mean that it is not insignificant. It means that the behaviour towards a child does not meet threshold:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the Holiday camp may have acted in a way that:

- is inconsistent with the "Guidance for safer working practice" (May 2019), including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

## 6. Reporting low-level concerns

Where a low-level concern has been identified this will be reported as soon possible to the headteacher. However, it is never too late to share a low-level concern if this has not already happened.

Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (the most senior member of SLT acting in this role). The most senior member of SLT must inform the headteacher of the details as soon as possible.

Low-level concerns about the headteacher will be reported to David Briggs (Director of Primary Education).

#### 4. Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

#### 5. Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour:
  - v) is consistent with the "Guidance for safer working practice for those working with children and young people in education settings" (May 2019): no further action will be required,
  - vi) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.
  - vii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
  - viii) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- Records will be made of:
  - o all internal conversations including any relevant witnesses,
  - o all external conversations eg with the LADO
  - the decision and the rationale for it
  - o any action taken

It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice". In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Where behaviour is consistent with the "Guidance for safer working practice" (May 2019) feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice".

#### 6. Reviewing

Low-level concerns records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

## 7. References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

## 8. Trust support

The Extended Services Manager will regularly inform the Trust about any low-level concerns. The Trust Safeguarding Lead may also review an anonymised sample to ensure that these concerns have been handled appropriately.