



Published date: July 2024

Next review deadline: July 2025

Designated Safeguarding Lead (DSL)

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Related policies and procedures

This policy should be read alongside our organisational policies, procedures, guidance and other related documents.

Visit the NSPCC website for more safeguarding and child protection information: <https://learning.nspcc.org.uk/>

What is the purpose and scope of this policy statement?

The purpose of this policy is:

- to protect all children and young people who receive InclusEd's services from harm. This includes the children of adults who use our services.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

The policy statement applies to all staff, volunteers, children and young people and anyone involved in InclusEd's activities.

Who are we safeguarding?

Some families may choose to access InclusEd as an alternative to attending standard education as a way of supplementing their own Elective Home Education provision. Other children attending InclusEd might have been referred to us by the school they attend or by the Local Authority. Children might be referred to us for many reasons, including but not limited to:

- Those at risk of permanent exclusion in school or have already been permanently excluded from school.
- Those who have already been out of education for a prolonged period of time and, therefore, require additional support and intensive teaching to ensure that they can get access to an appropriate education.
- Those who have medical issues that prevent them from attending school, they are extremely anxious and/or vulnerable and/or they face barriers to attending school.
- Those who have SEN or are waiting to be assessed for learning difficulties.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation and guidance is available from <https://learning.nspcc.org.uk/child-protection-system>.

Key documents include:

- Keeping Children Safe in Education - <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- The Children Act 1989 - <https://www.legislation.gov.uk/ukpga/1989/41> and 2004 amendment - <https://www.legislation.gov.uk/ukpga/2004/31/contents>
- Working Together to Safeguard Children (2018) - <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Section 175 of the Education Act 2002 - <https://www.legislation.gov.uk/ukpga/2002/32/section/175>



General information about DPA and GDPR can be found here:

- The Data Protection Act - GOV.UK - <https://www.gov.uk/data-protection>
- Guide to the General Data Protection Regulation - <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/UK>
- General Data Protection Regulation (UK GDPR) - <https://ico.org.uk/for-organisations/posters-stickers-and-e-learning/training-resources-for-your-business/>

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a nominated child protection lead for children and young people
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: <https://ico.org.uk/for-organisations>]
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions
- making sure that children, young people and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- ensuring that we have effective complaints and whistleblowing measures in place



- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

The role of the designated safeguarding lead (DSL)

This person should have the appropriate status and authority within the organisation to carry out the duties of the post. They take lead responsibility for safeguarding and child protection (including online safety).

This policy should be read alongside the role holder's job description (Appendix A)

Staff induction and training

All staff, volunteers and governors should receive initial training at their induction and maintain regular appropriate training to ensure they are capable and confident in being able to support all children, including those who are more vulnerable.

Early help

All staff, volunteers and governors should be alert and be aware of the need for early help, including for children who are more vulnerable. All staff should be aware of any vulnerable children that they work with, in order to be aware of signs for early help.

InclusEd staff should record all concerns and report them to the DSL for InclusEd.

- For a child on roll at another provision/school or placed at InclusEd by a Local Authority, the DSL for InclusEd will refer all concerns reported to the DSL for that provision/school/Local Authority. A meeting between both the DSL for InclusEd and the DSL for that provision/school/Local Authority will be necessary to confirm who is taking responsibility for taking things further.
- For a child who is Electively Home Educated, not on roll at another provision/school and not referred by a Local Authority, the DSL for InclusEd will make a referral to the appropriate local authority.

Recording and reporting procedures

If you are worried about a child or adult at risk, talk to the InclusEd DSL to discuss your concerns at the earliest opportunity, so long as it will not delay any potential referral or place someone at harm.

How safeguarding concerns will be recorded.

Where any staff notice any indicators of abuse/neglect, signs that a learner may be experiencing a safeguarding issue, or where a learner makes a disclosure, the staff member should record their concerns on an InclusEd recording form for safeguarding concerns (see Appendix B) and pass it to the DSL without delay.

How safeguarding concerns will be reported to the InclusEd DSL.

If a learner makes any allegation or disclosure, it is important that you:

- Stay calm and listen carefully
- Accept what is being said
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth
- Only ask questions when necessary to clarify, do not investigate or ask leading questions
- Reassure the child, but don't make promises which it might not be possible to keep
- Do not promise confidentiality



- Emphasise that it was the right thing to tell someone
- Reassure them that what has happened is not their fault
- Do not criticise the perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (at the appropriate time), which should be signed and include the time, date and your position in Lapwing
- Do not include your opinion without stating it is your opinion
- Pass the information to the DSL or alternate without delay, initially verbally via phone call
- Consider seeking support and supervision for yourself and discuss this with the DSL as dealing with a disclosure can be distressing

What to do if you're worried a child is being abused: advice for practitioners - <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>

When a record of a safeguarding concern is escalated to the DSL, they will assess the concern and, taking into account any other safeguarding information known about the child/young person, take appropriate action and report as necessary, for instance to the DSL for that provision/school/Local Authority, or to the Electively Home Educated team at the Local Authority, see 'Managing concerns about children' below.

InclusEd staff may be asked to be involved with multi-agency plans to provide additional support to students.

How safeguarding concerns will be shared with commissioners.

Information sharing is vital in identifying and tackling all forms of abuse. InclusEd understands information sharing between professionals and local agencies is critical and will contribute to multi-agency working in line with Working Together to Safeguard Children.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the General Data Protection Regulation 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

InclusEd staff should record all concerns and report them to the DSL for InclusEd. The DSL will manage those concerns according to whether the learner is on roll at another provision/school or placed at InclusEd by a Local Authority, or is electively home-educated.

- For a child on roll at another provision/school or placed at InclusEd by a Local Authority, the DSL for InclusEd will refer all concerns reported to the DSL for that provision/school/Local Authority. A meeting between both the DSL for InclusEd and the DSL for that provision/school/Local Authority will be necessary to confirm who is taking responsibility for taking things further.
- For a child who is Electively Home Educated, not on roll at another provision/school and not referred by a Local Authority, the DSL for InclusEd will make a referral to the appropriate local authority.

Electively home-educated learners living in Suffolk.

For Suffolk County Council, their referral procedures can be found here:



<https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/reporting-a-child-at-risk-of-harm-abuse-or-neglect-safeguarding>.

For electively home-educated learners living in Suffolk, safeguarding concerns will be reported to the EHE team at ehe@suffolk.gov.uk or 01473 265139. The EHE Officer will link directly with social care and MASH (the Multi-Agency Safeguarding Hub), see below.

If we need to discuss whether or not a referral is required, we will call the Professional Consultation Line on 03456 061 499 to speak with a MASH social worker. The MASH consultation line is for us to discuss the most appropriate and effective way of providing or obtaining help and support for a child or adult we feel is at risk of abuse. This will include advice and guidance about making a referral where necessary, including how to involve parents.

If we are concerned about an immediate risk to the safety of a child, we will call Customer First on 0808 800 4005.

In an emergency, we will call the Police on 999.

Members of the public should call Customer First on 0808 800 4005.

Electively home-educated learners living in Norfolk.

For Norfolk County Council, their referral procedures can be found here: <https://www.norfolkscb.org/people-working-with-children/how-to-raise-a-concern>.

For electively home-educated learners living in Norfolk, safeguarding concerns will be reported to the EHE team at ehe@norfolk.gov.uk or 01603 307733. The EHE Officer will link directly with social care and Children's Advice and Duty Service (CADS) colleagues, see below.

If we need to discuss whether or not a referral is required, we will call CADS on 0344 800 8021 (the number designated for those who are working with children in a professional capacity, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public). CADS is made up of a team of Consultant Social Workers who have had specialist training to provide advice, support and signposting, identifying the correct services and support for the child or young person.

If we are concerned about an immediate risk to the safety of a child, we will call CADS on 0344 800 8021.

In an emergency, we will call the Police on 999.

Members of the public should call Norfolk County Council's Customer Services / CADS on 0344 800 8020.

Confidentiality

InclusEd understands confidentiality must be maintained regarding child protection issues, and where information on individual child protection cases needs to be shared by the DSL this will be on a 'need to know' basis and where it is in the learner's best interests to do so.



Staff should never promise confidentiality to a learner as it might be necessary to share information with others to keep them safe.

InclusEd will let parents and carers know if we intend to refer a child to Social Care unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

Staff should note that:

- the Data Protection Act (DPA) 2018 and UK GDPR does not prevent the sharing of information if this is necessary to keep children safe;
- concerns about sharing information should not compromise the process of protecting learners from harm;
- if anyone has concerns or questions about sharing information, they should contact the school's designated safeguarding lead (DSL).

How safeguarding concerns will be stored securely.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

- Child protection concerns and referrals will be maintained as separate files for each child.
- Child protection files will be kept separate to a child's general records.
- Where child protection records are paper-based, they will be stored in a locked filing cabinet.
- Where child protection records are stored electronically, files will be password protected and stored on computers with protection against hackers and viruses.
- Staff and volunteers must not use their personal computers to make and store child protection records.
- Where it is necessary to share records (within our own organisation or externally), these will be kept confidential through the use of passwords and encryption when sharing electronic files, and direct hand-over of confidential paper-based files.

How long will child protection records be kept.

Child protection files will be kept for the duration that the learner is attending InclusEd.

How and when safeguarding concerns will be transferred.

When placement ceases at InclusEd, or if InclusEd closes, the DSL will make arrangements to pass on child protection files to the existing or new education provider, or to the Elective Home Education team at the Local Authority, as appropriate.

- For a child on roll at another provision/school or placed at InclusEd by a Local Authority, the DSL for InclusEd will transfer all safeguarding files to the DSL for that provision/school/Local Authority. A meeting between both the DSL for InclusEd and the DSL for that provision/school/Local Authority will be necessary to confirm who is taking responsibility for taking things further.
- For a child who is Electively Home Educated, not on roll at another provision/school and not referred by a Local Authority, the DSL for InclusEd will transfer all safeguarding files to the EHE team for that Local Authority.

The DSL will ensure the learner's safeguarding file is transferred as detailed above as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.



If the person responsible for managing the child protection files leaves InclusEd, someone else will be appointed to take over their role and arrange a proper handover.

How and when safeguarding concerns will be destroyed.

- When placement ceases at InclusEd, or if InclusEd closes, and whereby the DSL is unable to make arrangements to pass on child protection files, or if InclusEd has duplicate records, confidential records must be incinerated or shredded securely, and in the presence of a member of the organisation or entrusted to a firm specialising in the destruction of confidential material.
- At the same time any electronic versions of the record will be purged.
- If not shredded immediately, all confidential records should be held in a secured plastic bag, labelled as confidential and locked in a cupboard or other secure place; or placed in a confidential waste bin.



Types and Signs of Abuse

This section explains the different types of child abuse that learners could experience, along with a definition of each. This includes neglect, sexual abuse, physical abuse and emotional abuse.

It should be noted that the signs of abuse within this policy are intended as examples; the lists are not exhaustive. Equally, just because a learner is demonstrating one or more of the signs indicated, it does not necessarily mean that they are being abused.

Some of the signs of abuse are the same, regardless of the type of abuse that the child is experiencing. Examples include (but are not limited to):

- changes in behaviour, such as angry outbursts, aggressive behaviour or becoming withdrawn or anxious;
- changes in eating habits;
- sleep problems or experiencing nightmares;
- continence problems, such as bed-wetting or soiling themselves;
- appearing afraid of particular individuals or making excuses to avoid people;
- self-harming;
- suicidal thoughts;
- knowing about topics and issues that are not appropriate for their age;
- not receiving adequate or timely medical care or treatment for injuries;
- frequent absences from school;
- lacking social skills and/or having few friends;
- running away from home or going missing.

Neglect

Neglect is the failure to meet a child's basic needs. Neglect is the most common form of child abuse and often takes place at the same time as other types of abuse.

Neglect can be difficult to recognise but it is important to be aware of and act on any indicators of neglect. Examples include a failure to:

- provide adequate food, clothing and shelter;
- receive appropriate medical and dental care;
- ensure that a child is accessing regular education;
- provide supervision that is appropriate to their age and stage of development;
- meet their emotional needs – for example, to feel safe and loved.

The potential signs of neglect include (but are not limited to):

- being unclean or 'smelly';
- being hungry frequently;
- losing weight or being underweight;
- wearing inappropriate clothing;
- reports of a child being left alone or unsupervised for a period of time that is unsuitable for their age or stage of development;
- untreated injuries, medical conditions or dental issues;
- poor language, communication or social skills;
- not having many friends;
- regularly complaining of tiredness;
- not asking for medical help, e.g. when they have fallen over on the playground.

Physical abuse

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



Bruising and cuts are common on children, but it is important to view all injuries in a wider context and to be aware that some injuries may have been inflicted, rather than being accidental.

The indicators of physical abuse include (but are not limited to):

- unexplained marks or bruising, or an explanation which is inconsistent with the injury;
- multiple bruises;
- burns, e.g. from a cigarette or mirroring the shape of an object;
- scalds;
- bite marks;
- broken skin;
- physically flinching from physical contact or touch;
- not wanting to get changed.

Emotional abuse

Emotional abuse is the emotional maltreatment of a child which causes adverse effects on the child's emotional development. It may involve telling a child that they are worthless or unloved, inadequate, or making them feel that they are not valued.

Emotional abuse may also include:

- not giving the child opportunities to express their views, deliberately silencing them, or belittling what they say or how they communicate;
- age or developmentally inappropriate expectations being imposed on children that are inappropriate for their age or stage of development;
- serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse can be hard to identify due to there being no physical signs. It should be recognised that a child who appears well looked after could still be suffering from emotional abuse.

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

The indicators of emotional abuse may include (but are not limited to):

- rocking;
- sulking;
- hair twisting;
- being unable to play;
- experiencing sudden speech disorders;
- being fearful of making a mistake;
- being withdrawn, anxious or depressed;
- self-harm;
- being fearful of a parent being spoken to about their changes in behaviour.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities. It can take the form of physical contact and/or non-contact activities.

Physical contact includes assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing.



Non-contact activities includes children looking at, or being involved 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 can be perpetrated by men, women or other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and there is a separate section about this later in this policy.

Upskirting

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

Learners of any gender can be victims of sexual abuse. Any child reporting sexual abuse needs to be taken seriously and listened to.

Signs of sexual abuse include (but are not limited to):

- pain or itching in the genital area;
- stomach pains;
- discomfort sitting down or walking;
- sexually transmitted diseases;
- bruising or bleeding in the genital area;
- vaginal discharge or infection;
- pregnancy;
- having inappropriate sexual knowledge for their age;
- sexual drawings or language;
- bed-wetting;
- having secrets which they say they cannot tell anyone;
- having unexplained money suddenly;
- not being allowed to have friends.

Specific Safeguarding Issues

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. An abuser will gain the trust of a child or control them through blackmail or violence.

CSE can happen in person or online. A child exploited online may be forced to:

- distribute sexual images of themselves;
- film or livestream sexual activities;
- engage in sexual conversations.

The indicators of potential CSE can include (but are not limited to):

- going missing;
- not attending school;
- having sexual knowledge that is inappropriate for their age;
- using drugs or alcohol;
- having unexpected gifts or money that they will not explain the source of;
- concerns regarding sexual health;
- becoming isolated from family and friendship groups;



- struggling with trust;
- declining emotional wellbeing.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity.

This can include children being involved in transporting drugs or money (county lines), working in cannabis factories, shoplifting or pickpocketing, as well as being forced or manipulated into committing crime, such as vehicle crime or threatening/committing serious violence to others. Children can be trapped in this kind of exploitation by being threatened with violence or coerced into debt. Children may also be coerced into carrying weapons, or may begin carrying a knife for protection from others.

The indicators of potential CCE can include (but are not limited to):

- going missing or travelling for unexplained reasons;
- not attending school;
- using drugs or alcohol;
- being involved with gang activity or exhibiting signs of this, such as wearing clothing/accessories or using slang associated with gangs;
- having unexpected gifts or money that they will not explain the source of;
- committing 'petty' crime, such as shoplifting;
- carrying a weapon;
- becoming isolated from family and friendship groups;
- unexplained injuries and refusal to seek medical help;
- declining emotional wellbeing.

Serious violence

Children and young people can be involved with, and be at risk from, serious violent crime. This can be linked to Child Criminal Exploitation but can also occur separately.

The indicators of potential serious violent crime can include (but are not limited to):

- regular or increased absence from school;
- decline in academic performance or behaviour;
- change in friendships or relationships, often involving older individuals or groups;
- signs of self-harm;
- being involved with gang activity;
- signs of assault or unexplained injuries;
- significant change in wellbeing;
- any potential indicators of CCE.

Domestic abuse

Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional abuse. It can be an isolated incident or a series of incidents and children can be victims. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

The indicators of potential domestic abuse can include (but are not limited to):

- becoming anxious, withdrawn or depressed;
- sleep difficulties;
- bed-wetting;
- complaining of physical symptoms, such as tummy aches;
- behavioural issues, such as aggression or behaving in a much younger manner than their actual age;



- low sense of self-worth or self-esteem;
- self-harm;
- alcohol or drug abuse.

Female Genital Mutilation (FGM)

Female Genital Mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

InclusEd staff will report to the police if they believe an act of FGM has been carried out on a girl under the age of 18.

The signs of FGM include (but are not limited to):

- being absent from school;
- not taking part in PE lessons;
- appearing to be in pain or have restricted movements;
- regularly going to the toilet for prolonged amounts of time;
- unauthorised absence from school, especially holidays planned to countries which are known to practise FGM

Section 5B(11) of the Female Genital Mutilation Act 2003, inserted under section 74 of the Serious Crime Act 2015, specifies that if staff suspect that FGM has been carried out on a person under 18 years of age, they have a statutory duty to report this to the police.

Statutory guidance on Female Genital Mutilation can be found here - <https://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation>

Multi-agency statutory guidance on female genital mutilation - <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Child-on-child abuse

InclusEd understands that abuse can take place from one child to another child. Child-on-child abuse can take a number of forms including (but not limited to):

- bullying, including discriminatory bullying and cyberbullying;
- physical abuse;
- sexual harassment, including online sexual harassment;
- causing someone to engage in sexual activity without consent;
- upskirting;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery).

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can be both physical and verbal and can occur online and/or face to face.

Staff should take a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and should not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and encourage people to falsely believe that it is acceptable.



Staff should also challenge physical behaviour, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. They should recognise, acknowledge and understand the scale of harassment and abuse, and understand that even if there are no reports, it does not mean it is not happening.

Radicalisation and extremism

The Department for Education defines extremism, radicalisation and terrorism as follows:

- **Extremism:** the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation:** the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism:** an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to a radical ideology. All InclusEd staff must be aware of changes in learners' behaviour which could indicate that they may be at risk. Staff should use their professional judgement in identifying students who might be at risk of radicalisation and always act proportionately and seek support if they are concerned.

The requirement for all staff, volunteers and governors to adhere to and understand their duties to prevent radicalisation is set out in the Prevent guidance which was published in 2015 and is updated regularly:

Prevent

Statutory guidance on the Prevent duty -

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel

Statutory guidance on Channel is available at -

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Signs of radicalisation include (but are not limited to):

- being unwilling to listen to different points of view;
- becoming obsessive about conspiracy theories;
- changes in appearance and clothing;
- converting to a new religion;
- changes in hobbies or pastimes;
- becoming secretive;
- spending a lot of time online or on the phone;
- changing friends or becoming isolated;
- showing an interest in extremist organisations;
- accessing extremist content online;
- expressing unusual views;
- making discriminatory comments;
- becoming unwilling to engage with people from different groups, religions, etc.



Children Missing from Education (CME) Statement

CME are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.

Statutory Guidance for CME - <https://www.gov.uk/government/publications/children-missing-education>

There will not always be a safeguarding concern for children and young people who are missing education. Most children and young people are moving schools supported by their parents/carers, schools and local authority admissions services. A smaller number, however, are at risk of dropping out or disengaging from education and, being out of school, they are at risk of exploitation, going missing and significant harm.

Risks

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish, at the earliest possible stage, the reasons for the child being missing. Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system;
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers;
- Failure to complete a transition between schools;
- Children from refugee and asylum -seeking families;
- Children from families who are highly mobile;
- Children at risk of a forced marriage;
- Children experiencing abuse and neglect;
- Children supervised by the Youth Justice System.

Children who remain disengaged from education are potentially exposed to higher degrees of risk such as anti-social behaviour and/or sexual exploitation.

The importance of reporting failure of attendance needs to be communicated to and understood by all staff and volunteers.

InclusEd staff should record all concerns and report them to the DSL for InclusEd.

- For a child on roll at another provision/school or placed at InclusEd by a Local Authority, the DSL for InclusEd will refer all concerns, including those of absence, to the DSL for that provision/school/Local Authority. A meeting between both the DSL for InclusEd and the DSL for that provision/school/Local Authority will be necessary to confirm who is taking responsibility for taking things further.
- For a child who is Electively Home Educated, not on roll at another provision/school and not referred by a Local Authority, the DSL for InclusEd will make a referral, only when necessary, to the Suffolk County Council Safeguarding Partnership: <https://suffolksp.org.uk/concerned/>. There will not always be a safeguarding concern for children and young people who are absent, even for multiple sessions. Referral will only be for genuine safeguarding concerns.

Allegations against staff statement

It is essential that any allegation of abuse made against a person who works with children and young people including those who work in a voluntary capacity are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. InclusEd follows the framework for managing allegations as set out in statutory guidance contained in Working Together to Safeguard Children (2018).



If you are worried about the actions of an adult, talk to the InclusEd Safeguarding Lead to discuss your concerns at the earliest opportunity, as long as it will not delay any potential referral or place someone at harm.

All allegations of abuse of children will be taken seriously.

An allegation may relate to a person who works with children who has:

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

If preliminary investigations indicate it is necessary, the Director will contact the Local Authority Designated Officers (LADO).

Suffolk County Council

For Suffolk County Council, their procedures can be found here:

<https://suffolksp.org.uk/working-with-children-and-adults/children/local-authority-designated-officers-lado>

For Suffolk County Council, LADOs can be contacted for allegations against all staff and volunteers via email on LADO@suffolk.gov.uk or LADO central telephone number 0300 123 2044.

Norfolk County Council

For Norfolk County Council, their procedures can be found here:

<https://www.norfolkscb.org/people-working-with-children/how-to-raise-a-concern/local-authority-designated-officer-lado/>

For Norfolk County Council, we will fill in a Referral/Consultation form if we need advice over whether the behaviour we are reporting meets the LADO criteria or if we are reporting a concern.

Once the LADO Referral/Consultation form has been completed, it will be returned to the duty LADO who will then respond with the appropriate advice and information. All queries relating to the LADO should follow these procedures and be sent to LADO@norfolk.gov.uk.

Equality and diversity statement

Find out more about:

- safeguarding children who come from Black, Asian and minoritised ethnic communities - <https://learning.nspcc.org.uk/safeguarding-child-protection/children-from-black-asian-minoritised-ethnic-communities>
- safeguarding deaf and disabled children and young people - <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children>
- safeguarding LGBTQ+ children and young people <https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people>
- safeguarding children with special educational needs and disabilities (SEND) - <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>



Appendix A - Role description for nominated child protection lead

Purpose of the role

- To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place at InclusEd.
- To promote the safety and welfare of children and young people involved in InclusEd's activities at all times.

Duties and responsibilities

1. Lead developing and reviewing safeguarding and child protection procedures.
2. Lead implementation of safeguarding and child protection procedures.
3. Ensure all staff and volunteers understands the safeguarding and child protection policy and procedures.
4. Ensure children and young people and parents/carers know who they can talk to if they have a welfare concern and what action we will take in response.
5. Receive and record information from anyone who has concerns about a child who takes part in InclusEd's activities.
6. Respond to information that may constitute a child protection concern.
7. Liaise with, pass on information to and receive information from statutory child protection agencies such as:
 - a. the local authority child protection services
 - b. the police.
8. Make formal referrals to agencies when necessary.
9. Consult the NSPCC Helpline when support is needed, by calling 0808 800 5000 or emailing help@nspcc.org.uk.
10. Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
11. Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
12. Be familiar with issues relating to child protection and keep up to date with new developments in this area.
13. Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers at InclusEd.
14. Work flexibly as may be required and carry out any other reasonable duties.

Appointment to this role is subject to satisfactory vetting and barring checks.

Child protection leads must have received relevant safeguarding and child protection training that is specific to their role. This training should be regularly refreshed and they should keep up to date with any changes in safeguarding and child protection legislation and guidance.

- Training for nominated child protection leads: <https://learning.nspcc.org.uk/training/designated-lead-courses>

Helpful resources for a nominated child protection lead:

- Child abuse and neglect: <https://learning.nspcc.org.uk/child-abuse-and-neglect>
- Recognising and responding to abuse: <https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>
- Safeguarding and child protection: <https://learning.nspcc.org.uk/safeguarding-child-protection>



Appendix B - Recording Form for Safeguarding Concerns

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the InclusEd DSL if they have a safeguarding concern about a child in our setting.

Information Required	Enter Information Here
Full name of child	
Date of birth	
Class/tutor group/form group	
Your name and position in the school	
<p>Nature of concern/disclosure</p> <p><i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i></p> <p><i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i></p> <p><i>[Make it clear if you have raised a concern about a similar issue previously]</i></p>	
Time & date of incident:	
Name and position of the person you passing this information to?	
Your Signature	



Information Required	Enter Information Here
Time and date form completed	
Time form received by DSL	
Action Taken by DSL	
Referral made to Attendance Lead [yes/no, date and time]	
Referral made to police [yes/no, date and time]	
Referral made to Just One Norfolk [yes/no, date and time]	
Referral made to CADS [yes/no, date and time]	
Referral made to PSA [yes/no, date and time]	
Referral made to Community & Partnerships [yes/no, date and time]	
Referral Made to Other Agency [yes/no, date and time, name of organisation]	



Information Required	Enter Information Here
Parents Informed [yes/no, date and time]	
Feedback given to pastoral team [yes/no, date and time]	
Feedback given to teacher [yes/no, date and time]	
Feedback given to child [yes/no, date and time]	
Feedback given to person who recorded disclosure [yes/no, date and time]	
Further Action Agreed	
Full Name of DSL	
Signature of DSL	
Date of Signature	



Body Map

Older Child

The body map consists of two full-body outlines (front and back views) and three head profile views (left, front, and right). The outlines are simple line drawings with no facial features or clothing details, intended for marking injuries. The head views are also simple line drawings showing the hair and ear area.

Indicate clearly where the injury was seen and attach this to the referral form.