

ENCOURAGING
EXCELLENCE
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TALENT!



SPORTING CHANCES GROUP
POLICIES & PROCEDURES

CHILD PROTECTION & SAFEGUARDING POLICY

Lead	
Reviewed by Staff	
Interim Review	
Full Review	





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SAFEGUARDING STATEMENT 2021

"SAFEGUARDING IS EVERYONE'S BUSINESS"

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to. The purpose of this policy is to provide staff, volunteers and Management Committee with the framework they need in order to keep children safe and secure in our Provisions. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

1. The welfare of the child is paramount
2. Maintain an attitude of "It could happen here"
3. Children have a right to feel safe and secure, they cannot learn effectively unless they do so. All children have a right to be protected from harm and abuse.
4. All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the provision or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.

KEY PERSONNEL

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POLICY AIMS

1. To demonstrate the provision's commitment with regard to safeguarding and child protection to children, parents and other partners.
2. To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
3. To enable us to effectively contribute to Early Help, assessments of need and support for those children.
4. To provide robust systems and procedures that are followed by all members of the provision in cases of suspected abuse.
5. To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, Health and Social Care.
6. To ensure that all staff working within our provision who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to KCSIE 2021 guidance), and a single central record is kept for audit.



KEY TERMINOLOGY

SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN MEANS:

1. Protecting children from maltreatment
2. Preventing impairment of children's mental and physical health or development
3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
4. Taking action to enable all children to have the best outcomes
5. Preventing impairment of children's mental or physical health or development

CHILD PROTECTION

is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

ABUSE

is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

NEGLECT

is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

SEXTING

(also known as youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

1. The local authority (LA)
2. A clinical commissioning group for an area within the LA
3. The chief officer of police for a police area in the LA area



EARLY HELP

means providing support as soon as any needs emerge or are identified at any point in a child's life.

STAFF

refers to all those working for or on behalf of the provision, full or part time, temporary or permanent, in either a paid or voluntary capacity.

CHILD(REN)

includes everyone under the age of 18. Overall, this will apply to pupils of our provision; however, the policy will extend to visiting children and students from other establishments.

PARENTS

refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

SOCIAL CARE

refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After then this will be the Children's Services in their home authority.

MAP

refers to the Multi-Agency Partnership.

C-SPA

refers to the Children's Single Point of Access Introduction.

LEGISLATION & STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

1. Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
2. The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
3. Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
4. The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
5. Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
6. Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
7. The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
8. Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
9. Statutory guidance on the Prevent duty, which explains schools' duties under the **Counterterrorism** and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

10. The management takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure there are robust arrangements within our provision to identify, assess, and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff and management in the Sporting Chances provisions.

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see page 12)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after



OVERVIEW

WORKING TOGETHER

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children. Whilst Sporting Chances will work openly with parents as far as possible, it reserves the right to contact Social Care or the Police, without notifying parents if this is believed to be in the child's best interests.

We comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018.

SUPPORTING CHILDREN

Our provision will support all children:

- We recognise that our provision may provide a safe place and stability in the lives of children who have been abused or who are at risk of harm.
- We recognise that a child who is abused or witnesses abuse and/or violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

OUR RESPONSIBILITIES

Through our daily work with children and young people we will:

- Promote a caring, safe and positive environment within the provision.
- Encourage self-esteem and self-assertiveness, through the curriculum and through positive relationships within our provision.
- Ensure students are taught to understand and manage risk through personal, social, health and economic (PSHE) education and Relationship and Sex Education (RSE) and through all aspects of life, including staying safe online.
- Respond sympathetically to any requests for time out to deal with distress and/or anxiety.
- Offer details of helplines, counselling or other avenues of external support.



- Liaise and work in partnership with other support services and agencies involved in Early Help and the safeguarding of children.
- Notify Social Care without delay if there is an immediate risk of significant harm.
- Provide continuing support to children about whom there have been concerns who leave the provision by ensuring that information is shared confidentially with the child's new setting.
- Ensure the records are forwarded as a matter of priority and within statutory timescales.

SEND & VULNERABILITY CHILDREN WITH SPECIAL EDUCATION NEEDS & DISABILITIES (SEND)

SEND & Vulnerability Children with special education needs and disabilities (SEND) face additional safeguarding challenges, Sporting Chances acknowledges that barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without showing outwardly any signs
- Communication barriers and difficulties in overcoming these barriers day to day safeguarding practice will take into account these challenges and this will also be a key topic in annual safeguarding training.

PREVENTION / PROTECTION

We recognise that we play a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Sporting chances will:

- Establish and maintain an ethos where students feel safe and secure, are encouraged to talk and are always listened to.
- Include regular consultations with students e.g., through questionnaires, participation in antibullying activity, asking students whether they feel safe in the setting.
- Ensure that all children know they can access a trained adult in the provision whom they



can approach if they are worried or in difficulty.

- Include safeguarding across the curriculum, including PSHE, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, accessing emergency services.
- Ensure all staff are aware of provision guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

The provision operates safer recruitment procedures in line with KCSIE 2021 and that it includes statutory checks on the suitability of staff to work with children.

All staff:

- Receive information about Sporting chances safeguarding arrangements, the provision safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead (DSL) and their deputy(ies) and Keeping Children Safe in Education.
- Receive safeguarding and child protection training at induction, which is regularly updated and that they receive safeguarding and child protection updates as required, but at least annually.
- Are trained in and receive regular updates in online safety and reporting concerns.
- Maintain a zero-tolerance approach to sexual violence and sexual harassment
- Have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- Given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2021 and will sign to say they have read and understood it. This applies to the Management in relation to part 2 of the same guidance.

The Child Protection and Safeguarding Policy is made available via the website and that parents/carers are made aware of this policy.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

The name of the designated members of staff for child protection, the DSL and deputy(ies), are clearly advertised in the provision with a statement explaining the role in referring and monitoring cases of suspected harm and abuse.



ROLES & RESPONSIBILITIES

ALL STAFF

All staff have a key role to play in identifying concerns early and in providing help for staff.

To achieve this, they will:

- Know who the DSL is and who to approach if the DSL is unavailable.
- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the provision who they can approach if they are worried or have concerns.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern, following our Child Protection Policy and procedures.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse and neglect. Maintain an attitude of “It could happen here” with regards to safeguarding. • Understand that safeguarding is “everyone’s responsibility”.
- Know how to respond to a child who discloses harm or abuse following training of ‘Working together to Safeguard Children’, and ‘What to do if you are worried a child is being Abused’ (2015).
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL

should be informed. Concerns should be completed straight away and at the latest by the end of the day.

- Be prepared to refer directly to the Children’s Single Point of Access (C-SPA), and the Police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Report low-level concerns (as defined in KCSIE 2021) about any member of staff/supply staff or contractor to the DSL (or deputy) and where a low-level concern is raised about the DSL it will be shared with the Director.
- Follow procedures set out by guidance issued by the Department for Education to safeguard children.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promise to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence. •
- Understand Early Help and be prepared to identify and support children who may benefit from Early Help.
- Identify children who may benefit from Early Help, liaising with the DSL in the first instance. (In some circumstances it may be appropriate for a member of provision staff to act as the lead professional in Early Help cases.)
- Liaise with other agencies that support children and provide Early Help.
- Know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the role of the DSL, the provision’s Child Protection and Safeguarding Policy, Relationships/Behaviour Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Management in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

THE MANGER

In addition to the role and responsibilities of all staff, **the Manger will ensure that:**

- The provision fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- That the provision has appropriate policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) is unacceptable, with appropriate sanctions and support in place.
- That the provision staff have appropriate knowledge of part 5 the government's 'Keeping children safe in education' guidance.
- That all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. And that comprehensive records of all allegations are kept.
- All staff are aware of the role of the DSL, including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Opportunities are provided for a co-ordinated offer of early help when additional needs of children are identified.
- That Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.
- Where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for children to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.

- Children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff and other adults are dealt with in accordance with guidance from the Department for Education (DfE), Safeguarding Children Partnership.
- That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child.

THE DESIGNATED SAFEGUARDING LEAD

In addition to the role and responsibilities of all staff, **the DSL will:**

- Hold the lead responsibility for safeguarding and child protection (including online safety) in the provision, this responsibility is not able to be delegated.
- Have an “It could happen here” approach to safeguarding.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the Prevent referral form to refer cases by e-mail to preventreferrals@surrey.pnn.police.uk. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The Department of Education has also set up a dedicated telephone helpline for staff and Management Committee to raise concerns around Prevent (020 7340 7264).
- Refer cases where a crime may have been committed to the Police as required. NB: NPCC- When to call the police should help DSLs understand when they should consider calling the Police and what to expect when they do.
- Liaise with the “case manager” and Local Authority Designated Officer (LADO) for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer; and refer cases where a person is dismissed or left service due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency, as required.
- Record “low level concerns” in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will

be respected as far as reasonably possible.

- Follow DfE and KCSIE guidance on 'Peer on Peer/Child on Child Abuse' when a concern is raised that there is an allegation of a child abusing another child within the provision.
- Follow KCSIE and DfE guidance contained in Sexual violence and sexual harassment between children in schools and colleges 2021 and be confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support when required.
- When there has been a report of sexual violence, make an immediate risk and needs assessment. Additionally, where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis and will be put in place as required.
- Be available during term time (during provision hours) for staff in provision to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the leadership for any out of hours/term activities.
- Act as a source of support and expertise in carrying out safeguarding duties for the whole provision community.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- Access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Have a secure working knowledge of procedures and understand the assessment process for providing early help and statutory intervention, including the local authority levels of need criteria and referral arrangements.
- Have a clear understanding of access and referral to the local Early Help offer and will support and advise members of staff where early help intervention is appropriate.
- Understand and support the provision delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Be alert to the specific needs of children in need, those with Special Educational Needs and Disability (SEND) and young carers.
- Understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school;

in particular understand the additional risks that children with SEND face online and the associated and appropriate support they require.

- Keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- Ensure that an indication of the existence of the additional child protection file is marked on the child's school file record.
- Ensure that when a child transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main child's file and ensuring secure transit) and that confirmation of receipt is received.
- Ensure that where a child transfers to a school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or on-going. If the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- Ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and are able to effectively contribute when required to do so; where a report is required, this should be shared with the parents prior to the meeting. Report to the Manger any significant issues for example, multi-agency escalation procedures, enquiries under section 47 of the Children Act 1989 and Police investigations.
- Ensure that the case holding Social Worker is informed of any child currently with a child protection plan who is absent without explanation.
- Ensure that all staff sign to say they have read, understood and agree to work within the child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education (KCSIE) Part 1 and annex A and ensure that the policies are used effectively.
- Organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Ensure that in collaboration with the leadership and Management, the child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

- Ensure that the Child Protection and Safeguarding Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the provision in this.
- Establish and maintain links with the Local Authority safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- Ensure that the names of the Designated Safeguarding and Deputies, are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- Meet all other responsibilities as set out for DSLs in KCSIE 2021.

THE DEPUTY DESIGNATED SAFEGUARDING LEAD(S)

In addition to the role and responsibilities of all staff, **the Deputy DSLs will:**

- Be trained to the same standard as the DSL and the role is explicit in their job description.
- Provide support and capacity to the DSL in carrying out delegated activities of the DSL; however, the lead responsibility of the DSL cannot be delegated.
- In the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all the functions of the DSL.

MEMBERS OF MANAGEMENT

All members of management understand and fulfil their responsibilities to ensure that:

- There is a whole provision approach to safeguarding.
- The provision has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy, a Staff Behaviour Policy or Code of Conduct, a Relationships/Behaviour Policy and a response to children who go missing from education.
- Policies are consistent with statutory requirements, are reviewed annually and that the Child Protection policy is available on the website.
- LA is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- The provision operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed



safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.

- At least one member of the Management Committee has completed safer recruitment training.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read KCSIE (2021) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- All staff including temporary staff/supply staff, volunteers and contractors are provided with the school's Child Protection and Safeguarding Policy and if applicable the staff behaviour policy/code of conduct.
- The provision has procedures for dealing with allegations of abuse against staff (including the Manger), volunteers and against other children and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- Policies and processes are in place to deal with concerns (including allegations) which do not meet the harm threshold or "low level concerns" as defined in KCSIE 2021.
- That on appointment, the DSL and deputy(ies) undertake interagency training (SSCP Foundation Modules 1&2) and also initially undertake DSL 'New to Role' with 'Refresher' training every two years as well as completing online training and attending DSL network events, to refresh knowledge and skills.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE). Alongside they will ensure application filters and monitoring systems are in place to safeguard children online.
- The provision will comply with DfE and the County Council Children Missing Education requirements.
- Clear systems and processes are in place for identifying possible mental health concerns, including routes to escalate and clear referral and accountability systems.
- Enhanced DBS checks (without barred list checks unless the Management Committee Member is also a volunteer at the school) are in place for all Management Committee Members.
- Any weaknesses in safeguarding are remedied immediately. Confidentiality, Sharing and Withholding Information All matters relating to child protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2018) guidance.





DATA PROTECTION

The provision will refer to the guidance in the Data protection: toolkit for schools to support with data protection activity, including compliance with General Data Protection Regulation (GDPR). Information will be shared with staff within the provision who 'need to know'. Relevant staff have due regard to GDPR principles which allow them to share (and withhold) information. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. All staff will always undertake to gain parent/carers consent 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.

CHILD PROTECTION PROCEDURES

The following procedures apply to all staff working in the provision and will be covered by training to enable staff to understand their role and responsibility. The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount. All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

IF A MEMBER OF STAFF SUSPECTS ABUSE, SPOTS SIGNS OR INDICATORS OF ABUSE, OR THEY HAVE A DISCLOSURE OF ABUSE MADE TO THEM THEY MUST:

1. Make an initial record of the information related to the concern.
2. Report it to the DSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved.
 - Any injuries
 - Explanations given by the child/adult
 - Rationale for decision making and action taken • Any actual words or phrases used by the child
 - The records must be signed and dated by the author or/equivalent on electronic based records.

In the absence of the DSL or their Deputy, staff must be prepared to refer directly to the Police if appropriate if there is the potential for immediate significant harm.

FOLLOWING A REPORT OF CONCERNS THE DSL MUST:

Using the LA Levels of Need, decide whether or not there are sufficient grounds for suspecting harm, in which case a request for support must be made to the and the Police if it is appropriate.

Discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral. However, this should only be done when it will not place the child at increased risk or could impede a Police investigation.

The child's views should also be considered.

If there are grounds to suspect a child is suffering, or is likely to suffer, harm or abuse the DSL must seek support, by making telephone contact with the C-SPA and sending a Request for Support Form by secure email to the LA.

If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called.

The DSL must also notify the LA of the occurrence and what action has been taken 3. If the DSL feels unsure about whether a referral is necessary, they can phone to discuss concerns.

If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider offering early help.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with the LA or the Police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the Police may need to conduct a criminal investigation.

When a child needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the LA. The DSL should seek advice about what action they will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.



The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the Police. The DSL should also be made aware.





DEALING WITH DISCLOSURES

All staff:

- Must listen positively without judgement and try to reassure them.
- Never promise complete confidentiality and must explain that they need to pass information to other professionals to help keep the child and/or other children safe. (The degree of confidentiality should always be governed by the need to protect the child.)
- Consider the needs of the child in relational to any SEN especially those with speech and communication difficulties and for those whose preferred language is not English.

It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should have the right to make a referral to the LA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the premises at the time and have concerns about sending a child home.

GUIDING PRINCIPLES: THE R'S

RECEIVE

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

REASSURE

- Reassure the child, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'



RESPOND

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e., 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator; the child may care about him/her, and reconciliation may be possible
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to and reassure the child that it will be a senior member of staff

REPORT

- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the LA or Police, as appropriate directly.
- If you are dissatisfied with the level of response, you receive following your concerns, you should press for re-consideration.

RECORD

- If possible, make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file.
- Record the date, time, place, person/s present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- If appropriate, complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.
- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues. Get some support for yourself if you need it.



REVIEW
(LED BY DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required? What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out. If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Headteacher or Safeguarding Management Committee Member of the school and/or may contact the C-SPA.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases, additional support might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.



PEER-ON-PEER ABUSE

Peer-on-peer abuse can take many numbers of forms.

BULLYING

The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values. Anti-Bullying/Cyberbullying Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. We keep a record of known bullying incidents which is shared with and analysed by the Management Committee.

PSHE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

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

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and school and college staff are supported and protected as appropriate.

At Sporting Chances, we minimise the risk of peer on peer/child on child abuse by:

PREVENTION

- Taking a whole staff approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the provisions behaviour policy and by a planned programme of evidence-based content delivered through the provision.
- Engaging with specialist support and interventions.

RESPONDING TO REPORTS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Children making any report of sexual violence or sexual harassment including “upskirting” (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools 2018 guidance.

STAFF TAKING THE REPORT WILL

- Inform the DSL or the Deputy DSL immediately
- Never promise confidentiality

Parents or carers should usually be informed (unless this would put the child at greater risk). If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the LA securely, as appropriate.

RISK ASSESSMENT

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider:

1. The victim, especially their protection and support.
2. The alleged perpetrator, their support needs and any discipline action.
3. All other students at the provision.
4. The victim and the alleged perpetrator sharing classes and space at the provision.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the approach to supporting and protecting children. Support regarding risk assessments will be sought from the Education Safeguarding Team where needed.

The DSL will consider:

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

OUTCOMES FOR PEER-ON-PEER ABUSE INCIDENTS

The DSL will consider each case individually and where appropriate seek support from the C-SPA. **Each case will have one of the following outcomes:**

- Manage internally including extensive support for the perpetrator and victim
- Early Help intervention
- Request for support to the LA
- Report to the Police (generally in parallel with a request for support to the LA)

OUTCOMES FOR PEER-ON-PEER ABUSE INCIDENTS

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children’s Social Care.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially themselves and other children).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of their relationship/behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the provision, the manager should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other children & adults affected will receive appropriate support and safeguards on a case-by-case basis.

The provision will take any disciplinary action against the alleged perpetrator in accordance with the school relationship/behaviour policy. The provision recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the Police. The principles from the antibullying policy will be applied in these cases, with recognition that any Police investigation will need to take priority.



ONLINE SAFETY / CYBERCRIME

The school has an online safety policy which explains how we try to keep children safe in school and how we respond to online safety incidents. Children increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and voodoo and for online gaming. Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour involving webcam photography or face-to-face meetings.

Children may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), will consider a referral into the Cyber Choices programme. This programme aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.



RACISM

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

RADICALISATION, EXTREMISM & TERRORISM

The Prevent Duty for England and Wales (2015) under section 26 of the Counter Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism. Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with 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.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline. The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

The provision seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to

Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Provision staff receive training to help identify early signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable children to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the provisions profile, community and philosophy.

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to LA and use the Prevent referral form.

If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101. The Department for Education has also set up a dedicated telephone helpline for staff and Management Committee to raise concerns around Prevent (020 7340 7264).

Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”, those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff

are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the child may have perceptions of injustice or a feeling of failure
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- Special Educational Needs and Disability (SEND) – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.



DOMESTIC ABUSE

Domestic abuse is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including expartners and family members.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). We use the term domestic abuse to reflect that several abusive and coercive controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other coercive controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.



CHILD SEXUAL EXPLOITATION (CSE)

Sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity **(a)** in exchange for something the victim needs or wants, and/or **(b)** for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE. Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The provision is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular nonattendance at school and make reasonable enquiries with the child and parents to assess this risk. All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the provision and/or can occur between children outside of these environments.

All staff, but especially the DSL (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms, sexual exploitation, criminal exploitation, and serious youth violence.

The DSL will consider the published LA guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited. In all cases if the DSL identifies any level of concern the DSL should contact the LA and email a Request for Support Form.

If a child is in immediate danger the Police should be called on 999. The provision is aware that often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk. The provision includes the risks of sexual exploitation in the PSHE and RSE curriculum.

Children will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.



CHILD CRIMINAL EXPLOITATION (CCE) & GANGS

Both 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. There are a number of areas in which children are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

Children can be vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues. A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation. Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL.

The provision is aware there is a clear link between regular non-attendance at placement and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at placement and make reasonable enquiries with the child and parents to assess this risk.

A request for support to the LA will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. The DSL will contact the LA. If there is concern about a child's immediate safety, the Police will be contacted on 999.



SHARING NUDES, SEMI NUDES & YOUTH PRODUCED SEXUAL IMAGERY

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes or Youth Produced Sexual Imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the child protection procedures and refer to the DSL immediately. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images. The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the

children involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a child has been harmed or is at risk of harm a request for support should be made to the LA and/or the Police as appropriate.

Immediate request for support at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to SEND).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or selfharming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to children involved and may decide, with input from the management committee, to respond to the incident without referral to the C-SPA or the Police.

During the decision making the DSL will consider if:

- There is a significant age difference between the sender/receiver.
- There is any coercion or encouragement beyond the sender/receiver.
- The imagery was shared and received with the knowledge of the child in the imagery.
- The child is vulnerable, for example subject to Child in Need, Child Protection or Early Help plans, Looked After, SEND.
- There is a significant impact on the children involved.
- The image is of a severe or extreme nature.
- The child involved understands consent.



- The situation is isolated or if the image been more widely distributed
- There other circumstances relating to either the sender or recipient that may add cause for concern.
- The children have been involved in incidents relating to youth produced sexual imagery previously.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the LA or the Police. The DSL will record all incidents of making, sharing and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.





FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the Police. The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the provision, whether or not they have qualified teacher status.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL; however, the DSL should be informed. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the Police force in which the girl resides by calling 101.

The report should be made immediately. Sporting chances staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures.

Staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer holiday. There should also be consideration of potential risk to other girls in the family and the wider community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the Police, including dialling 999 if appropriate. There are no circumstances in which a teacher or other member of staff should examine a girl.



FORCED MARRIAGE

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the LA and/or the Forced Marriage Unit 200 7008 0151.

HONOUR-BASED ABUSE

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.



ONE CHANCE RULE

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

The provision is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

PRIVATE FOSTERING ARRANGEMENTS

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled. Looked After Children by the local authority or those who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures and children may be privately fostered at any age.

The provision recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify the C-SPA immediately.



LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is because of abuse and neglect. The provision will ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The DSL has details of the child's social worker and the name and contact details of SCC's Head of Virtual School.

CHILDREN MISSING EDUCATION

All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any SEND they may have. The provision recognises that children missing education, can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and not being in education, employment or training (NEET) later in life.

Where possible the provision will:

- Hold more than one emergency contact number for each child
- Monitor each child's attendance through their daily register and follow the LA procedure in cases of unauthorised absence.

Sporting Chances Attendance and Behaviour Additional policies and procedures are in place regarding attendance and behaviour. We recognise that absence from the provision and exclusion may be indicators of abuse and neglect, including the exploitation of children.

The DSL will regularly liaise with members of staff with responsibility for behaviour and

attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

We will work in partnership with Police and other partners for reporting children that go missing from the site during the day.

RESTRICTIVE PHYSICAL INTERVENTION

All children are entitled to an efficient, full-time education which is suitable to their age. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained. Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.



WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff, including temporary staff/supply staff and volunteers, should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the provision's safeguarding arrangements. If it becomes necessary to consult outside the school, they should:

- Speak in the first instance, to the management team or LADO in accordance with the Whistleblowing Policy.

SAFEGUARDING CONCERNS & ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN

REFERRAL TO THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO) PROCEDURE

This procedure should be used in all cases in which it is alleged a member of staff, (including supply staff, volunteer in a school, or another adult who works with children) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or been involved in an incident outside of a setting which did not involve children but could impact on their suitability to work with children





In dealing with allegations or concerns against an adult, staff must:

Report any concerns about the conduct of any member of staff, volunteer or other adult to the Manger immediately.

If an allegation is made against the Manger, the concerns need to be raised with the Director as soon as possible. If the Director is not available, then the LADO should be contacted directly.

There may be situations when the Manger or Director will want to involve the Police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received, they will contact the LADO (as part of their mandatory duty) on 0300123 1650 option 3 LADO or Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

Following consultation with the LADO inform the parents of the allegation unless there is a good reason not to. In liaison with the LADO, the provision will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the Police.

If the matter is investigated internally, the LADO will advise the provision to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2021) and the SSCP procedures.



APPENDIX 1: WHAT IS CHILD ABUSE?

The following definitions are taken from Working Together to Safeguard Children HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, through honour-based violence, forced marriage or female genital mutilation.

To support the local context, all staff have access to the Surrey Safeguarding Children Partnership Levels of Need Threshold Document.

WHAT IS ABUSE & NEGLECT?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

PHYSICAL ABUSE

Physical abuse 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 in isolation.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. Children can be harmed by witnessing someone harming another person – as in domestic abuse. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later. Emotional abuse is chronic and cumulative and has a long-term impact.

SEXUAL ABUSE

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

SEXUAL ABUSE

Neglect is 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 as a result of maternal substance abuse. The Neglect Risk Assessment Tool is available to provide a more detailed information regarding the assessment of neglect. Indicators of abuse Neglect: Neglect is a lack of care, but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it may not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if You're



Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should be discussed with the DSL. Indicators of neglect the following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Neglect Risk Assessment Tool provides staff with a resource to identify and act on concerns regarding neglect.

PEER-ON-PEER ABUSE

All staff should be aware the children can abuse each other (peer-on-peer abuse). **This is most likely to include, but may not be limited to:**

- Bullying (including cyber bullying)
- Physical abuse, kicking, hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, jokes, and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- "Upskirting", which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to gain gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produces imagery)
- Initiation type violence and rituals

APPENDIX 2: KEY INDICATORS OF ABUSE OR NEGLECT

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Most harm is produced in low warmth, high criticism homes, not from single incidents.

INDICATORS OF EMOTIONAL ABUSE

DEVELOPMENTAL ISSUES

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders
- Particularly sudden disorders or changes.

BEHAVIOUR

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults



- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

SOCIAL ISSUES

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships Emotional responses
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

INDICATORS OF PHYSICAL ABUSE

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. But accidental injuries normally occur on the bony prominences – e.g., knees, shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.



Indicators of physical abuse/factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the provision, it is normal to ask about a noticeable injury. **Concern should be increased when:**

- The explanation given does not match the injury
- The explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- No explanation is forthcoming
- The child (or the parent/carer) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault



INDICATORS OF SEXUAL ABUSE

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation. Sexual exploitation is seen as a separate category of sexual abuse. The LA professional guidance provides school staff with information regarding indicators of CSE.

Characteristics of child sexual abuse:

- It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- Grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Most people who sexually abuse children are men, but it is important to recognise and be alert to the fact that women and other children can commit sexual abuse too.

PHYSICAL OBSERVATIONS

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

BEHAVIOURAL OBSERVATIONS

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure



- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.
- Peer-on-Peer/Child-on-Child Abuse, Sexual violence and sexual harassment between children in the provision

Additional areas for consideration can be found in the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021) We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.



INDICATORS OF NEGLECT

Whilst neglect is the most common form of child abuse it is one of the hardest to prove and signs can be subtle, so vigilance is vital.

Characteristics of neglect:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Behavioural indicators of neglect
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies





APPENDIX 3: KEY CONTACTS

SUTTON

Children’s First Contact Service (CFCS)	0208 770 6001	childrensfirstcontact@sutton.gov.uk
Social Care - Out of Hours - Emergency Duty Team	0208 770 5000 ext. 9	
Sutton Local Safeguarding Children’s Partnership	0208 770 4879	suttonlscp@sutton.gov.uk www.suttonlscp.org.uk

(Sutton Local Safeguarding Children Board ceased to exist when the new Sutton Local Safeguarding Children Partnership arrangements came into effect on 1 July 2019.

Three Statutory Partners are the Local Authority, Clinical Commissioning Group and Police. Locally, Education providers will be made the fourth Partners

The LSCP Board will be made up by the four Partners, co-opted members and relevant agencies)

Sutton LA LADO (Local Authority Designated Officer - Complaints Against Staff)	0208 770 4776	LADO@sutton.gov.uk
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LBS Prevent & Hate Crime Manager	0208 649 0672	
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Education Safeguarding Manager	0773 633 8180	
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Escalation Procedures		‘Sutton LSCB Escalation Policy September 2015.pdf’
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Serious Child Incident		‘Sutton_CDR_Protocol v. Dec 2021.pdf’
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GENERAL CONTACTS

Ofsted 0300 123 1231

Ofsted Whistleblowing Helpline 0300 123 3155

Police 999

NSPCC 0808 800 5000

NSPCC Whistleblowing Helpline 0800 028 0285

ChildLine 0800 1111

