


**CHILD PROTECTION AND SAFEGUARDING
POLICY**

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ESSENTIAL CONTACTS (To be completed by each Operational Area)

| Name and role: | Address, telephone and email address |
|---------------------------------------|--------------------------------------|
| Designated Safeguarding Lead | |
| Area Manager | |
| Local Designated Safeguarding Lead | |
| Local authority allegation manager | |
| Local authority safeguarding manager | |
| | |
| | |
| Children's social care | |
| Out of hours duty team | |
| | |
| CAMHS | |
| Police child abuse investigation unit | |
| NSPCC helpline | 08088005000 |

CHILD PROTECTION AND SAFEGUARDING POLICY

INTRODUCTION

The first port of call for any SkillForce employee or agent, on any aspect of safeguarding, is always the school or Academy or other body with whom we have a delivery contract or SLA. A nominated person is always responsible there. They should be identified from the outset of any delivery contract, including their contact information during and out of school hours.

The school's policy and nominated person is therefore the start point and guiding force in all SkillForce safeguarding matters, where the activity is being delivered on behalf of a school or on their premises.

Nothing in this additional policy guidance, specific to SkillForce, should be read as overriding, replacing or contradicting, a school's safeguarding policy and guidance.

The school's policy and procedures take precedence.

In addition, because we take safeguarding very seriously, we have our own additional policy guidance that covers the particular areas and ways that we work. The appendices which form part of this document should only be used by SkillForce workers in the absence of any relevant school documentation.

Our core safeguarding principles are:

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- It is acknowledged that men, women and children are capable of abusing children.
- Pupils and staff involved in Safeguarding and Child Protection issues will receive appropriate support.
- We will seek to involve representatives of the community of pupils, parents and staff in policy development and review wherever possible.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

1 SAFEGUARDING AND CHILD PROTECTION STATEMENT

SkillForce is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SkillForce is registered as a charity in England and is therefore bound by the Children Act 1989, Children Act 2004 and statutory guidance 'Working Together To Safeguard Children (DfE 2018). Staff are bound by the legislation and national statutory guidance (eg All Wales Child Protection Procedures), plus any local guidance and procedures, of the area in which they work. For more details of the statutory framework for England, Scotland and Wales see paragraph 6.

The procedures contained in this policy apply to all staff and are consistent with those of the relevant Local Safeguarding Children Board (LSCB) or Area Child Protection Committee (ACPC, Scotland).

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2 POLICY AIMS

The Aims of the SkillForce Safeguarding and Child Protection policy are:

- To provide all staff with the necessary information to enable them to meet their Safeguarding and Child Protection responsibilities;
- To ensure consistent good practice;
- To demonstrate SkillForce's commitment with regard to Safeguarding and Child Protection to pupils, parents and other partners.

3 TERMINOLOGY

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of SkillForce, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent/Carer refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

School refers to any school, academy or other organisation with whom we have a contract or SLA.

4 CONTEXT

The Children Act 1989 is the over-arching legislation that frames the duties of local authorities, statutory services and partner organisations for child protection and safeguarding in the UK.

The Children Act 2004 requires organisations that provide services to children and / or their families to have arrangements to safeguard and promote the welfare of children. SkillForce as a provider of educational services must also share this commitment.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, SkillForce staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult within SkillForce when they are in distress or at risk. It is vital that SkillForce staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

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5 FRAMEWORK

All children deserve the opportunity to achieve their full potential; we aspire to help children to:

- stay safe;
- be healthy;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:

The Children Act 1989 (as amended by section 53 of the Children Act 2004)

The United Nations Convention on the Rights of the Child (UNCRC).”

Keeping Children Safe in Education - Statutory guidance for all school and college staff (DfE 2018)

Getting it right for every child Scottish Parliament 2016)

The rights of children and young persons (Wales) measures (2011)

The over-arching legislation for SkillForce and all staff is the Children Act 1989 and Children Act 2004. Beyond that, there is different legislation and guidance for each home nation:

- a. England -
Working together to safeguard children (DfE 2018)
Keeping children safe in education (DfE 2018) - for staff working in schools / FE colleges
- b. Scotland -
Children and young people (Scotland) Act 2014
National guidance for child protection in Scotland (2014)
Getting it right for every child (GIRFEC) 2017
Children and young people (information sharing) (Scotland) Bill 2017
- c. Wales -
Safeguarding children: working together under the Children Act 2004 (Welsh Government 2006)
All Wales child protection procedures 2008
Keeping Learners Safe (2015)

6 SKILLFORCE ACCOUNTABLE PERSONS

Key Personnel

The Designated Safeguarding Lead for Safeguarding and Child Protection is: the Compliance and Policy Officer (Shaun Pape). The Deputy DSL is the Executive PA to the CEO/Company Secretary (Simi Bhogal).

Contact details: Central Services, Edwinstowe House, High Street, Edwinstowe, Nottinghamshire, NG21 9PR, Tel: 01623 827651

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The nominated trustee for safeguarding and Prevent is Shelley Collins.

7 ROLES AND RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead (DSL) is:

- is appropriately trained;
- acts as a source of support and expertise to the SkillForce community;
- has an understanding of local and national procedures for safeguarding and child protection;
- attends and/or contributes to child protection conferences;
- coordinates SkillForce's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;
- ensures that all staff sign to indicate that they have read and understood the Safeguarding and Child Protection policy;
- ensures that the Safeguarding and Child Protection policy is updated annually;
- liaises with the Trustees, Executive Board and other relevant staff as appropriate;
- ensures a record of staff attendance at child protection training is kept and maintained;
- makes the Safeguarding and Child Protection statement available to all stakeholders via the SkillForce website.

In all cases the referring authority and school takes primacy for safeguarding reporting and procedures. In rare cases where there is no referring authority or it cannot be contacted the SkillForce DSL may become responsible for ensuring that:

- cases of suspected abuse are referred to children's social care or police as appropriate;
- children's social care are notified if a child with a child protection plan on a SkillForce Programme is absent for more than two days without explanation;
- ensures that when a pupil with a child protection plan or other multi-agency plan leaves a SkillForce programme, the pupil's social worker is informed.

The Designated Safeguarding Lead delegates day to day advice to the Area Managers and also ensures that in times of absence, a Deputy DSL can act in their stead.

The Trustees and SLT ensure that SkillForce has:

- a DSL for Safeguarding and Child Protection who has undertaken training in inter-agency working, in addition to basic Safeguarding and Child Protection training;
- a Safeguarding and Child Protection policy and procedures that are consistent with the relevant statutory and local requirements, reviewed annually and made available on the Charity Website and on request;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against an Area Manager or other managers;
- safer recruitment procedures that include the requirement for appropriate checks and minimise the risk of unsuitable people being appointed;
- a training strategy that ensures all staff, including the Board of Trustees and Executive Board, receive Safeguarding and Child Protection training, with refresher training at no longer than three-

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yearly intervals. The DSL should receive refresher training at two-yearly intervals with at least annual updates for all staff;

- arrangements to ensure that all temporary staff and volunteers are made aware of SkillForce's arrangements for Safeguarding and Child Protection;
- the Board of Trustees nominates a member to be responsible for liaising with the relevant local authority and other agencies in the event of an allegation being made against a member of the Executive Board.

8 GOOD PRACTICE GUIDELINES

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. Good practice includes:

- treating all pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving pupils in decisions that affect them wherever possible;
- encouraging positive and safe behaviour among pupils;
- being a good listener;
- being alert to changes in pupils' behaviour;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding SkillForce's safeguarding and child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing;
- asking the pupil's permission before doing anything for them of a physical nature - such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

9 ABUSE OF TRUST

All SkillForce staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of SkillForce staff and a pupil under 18 may be a criminal offence; even if that pupil is over the age of consent.

SkillForce's Code of Ethical Practice sets out our expectations of permanent and visiting staff (see Appendix 1).

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11 CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- living in a domestic abuse situation;
- affected by parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- live transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

12 SUPPORT FOR THOSE INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions, concerns and disclosures seriously;
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies.

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13 COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples may include unfairly singling out a pupil, using sarcasm or humiliation, bullying or belittling a pupil or discriminating against them in some way. Complaints against a member of staff are managed by the Area Manager or other relevant line manager following SkillForce's Complaints Policy.

Complaints from staff are dealt with under SkillForce's complaints and/or disciplinary and grievance procedures.

14 IF YOU HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Regardless of any anxiety felt, all staff have a statutory responsibility to report concerns about another professional; depending on the nation, this will be under 'Working together to safeguard children' (England 2018), 'Keeping children safe in education (England 2018)' 'Handling allegations of abuse against teachers and other staff' (Wales 2014), or the 'National guidance for child protection in Scotland' (2014)

SkillForce's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported. In most instances, this will be to the DSL or Deputy DSLs.

If the concern is about the conduct of a member of the School staff then this should be reported to the Head Teacher or DSL. Such incidents should also be reported to the DSL or Deputy DSLs of SkillForce.

15 STAFF WHO ARE THE SUBJECT OF AN ALLEGATION

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. In some cases staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff must be reported without delay to the Area Manager. Allegations against the Area Manager should be reported to the DSL or deputy DSL. The DSL or deputy DSL will work with the Designated Officer of the relevant local authority (or in Scotland, with children's social services) and follow the current legislation guidance. Additionally, SkillForce's DSL or deputy DSL will follow the HR procedures outlined in the Complaints Policy.

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16 STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Introduction to Safeguarding is to be completed on line by all instructors in addition to completing the most relevant Local Authority and School Refresher training, which is updated annually. New staff will receive Safeguarding training during their induction.

Area Managers will receive Designated Safeguarding Lead officer training that is updated at least every three years and the DSL and deputy DSLs will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be briefed by their Area Manager on SkillForce's Safeguarding & child protection policy and procedures in addition to being given the Permanent and Visiting Staff Leaflet at Appendix 1.

17 SAFER RECRUITMENT

SkillForce endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *'Keeping Children Safe in Education' (2018)* together with SkillForce's individual procedures. When recruiting staff to work in Scotland or Wales, we also ensure the recruitment process is compliant with the relevant nation's guidance.

Safer recruitment means that all applicants for every position in the charity will:

- complete an application form;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- provide evidence of identity and qualifications;
- be checked through the Disclosure & Barring Service (DBS) or Disclosure Scotland as appropriate to their role including, for those to be appointed in regulated activity, a check of the relevant children's barred list;
- be interviewed.

See the SkillForce recruitment and selection policy for more information about the checks that are undertaken.

All new members of staff will undergo an induction that includes familiarisation with SkillForce's Safeguarding and Child Protection policy and identification of their Safeguarding and Child Protection training needs. All staff must sign to confirm they have read and understood Safeguarding and Child Protection policy and procedures as well as any current supporting toolkit information or guidance issued by SkillForce. In addition, all Area Managers will be Safer Recruitment trained.

SkillForce maintains a Single Central Record of recruitment and vetting checks undertaken for all permanent, casual staff and volunteers.

18 EXTENDED ACTIVITIES AND OFF-SITE ARRANGEMENTS

Where extended activities are provided by and managed by SkillForce, our own Safeguarding and Child Protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

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When our pupils attend off-site activities where unsupervised third party access to our students may occur, we will check that effective Safeguarding and Child Protection arrangements are in place.

19 PHOTOGRAPHY, VIDEO AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- only take photos or record footage on SkillForce cameras / devices - staff are not permitted to use their own equipment;
- seek the child's consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the pupil's first name with an image;
- ensure pupils are appropriately dressed;
- encourage pupils to tell us if they are worried about any photographs that are taken of them;
- store all images and videos appropriately and securely in line with SkillForce's policies on Cascade;

For an example image consent form, see: Appendix 2.

20 E-SAFETY

Most of our pupils will use mobile phones, computers and other digital devices at some time. They are a source of fun, entertainment, communication and education.

However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. SkillForce's Acceptable Use of ICT explains how we try to keep pupils safe. Cyber-bullying by pupils, via texts, emails or other communication platforms, will be treated as seriously as any other type of bullying and incidents will be managed through school anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites during SkillForce provision. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks.

It is strictly forbidden for SkillForce staff to have any contact with students via social networking sites, the internet, personal email addresses and personal mobile or home numbers.

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21 CHILD PROTECTION PROCEDURES

Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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 children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age - or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

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 penetrative (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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 via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to

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protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children 2018

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

“All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies”

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents can access a copy of the anti-bullying procedures on joining SkillForce provision and the subject of bullying is addressed at regular intervals during the SkillForce curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Area Manager and the DSL will consider implementing child protection procedures.

22 CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) is defined in the guidance document Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017). The definition is:

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

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. In addition, young people may not be aware that they are being sexually exploited until later in the grooming process.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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The definition is:

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;

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- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

23 HONOUR BASED ABUSE

So-called honour based abuse (HBV) includes female genital mutilation, breast ironing, forced marriage, domestic servitude and other abuses perpetrated in a mistaken attempt to protect the 'honour' of a family or community.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

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Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crimes Act 2015 sets out a duty on professionals to notify police when they discover that FGM appears to have been carried out on a girl under 18. If staff have a concern they should activate the school's local and SkillForce's Safeguarding procedures, using national and local protocols for multi-agency liaison with police and children's social care.

Breast ironing is perpetrated against some girls of West African descent as they reach puberty, usually by a female family member. Rocks, bricks, hammers etc are heated in a fire and then used to beat the girl's breast buds in an attempt to delay their development. Breast ironing can have serious side effects such as burns, scars, cysts and deformed breasts.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools, colleges and other agencies can play an important role in safeguarding children from forced marriage by teaching them about their rights.

The UK Forced Marriage Unit deals with 250 -300 cases each year in England, Scotland, Wales and Northern Ireland. Professionals can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

24 PREVENTING RADICALISATION

The Counter-Terrorism and Security Act (February 2015), places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people being drawn into terrorism ("the Prevent duty"). The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and the chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arranged for support to be provided to those individuals. Schools and colleges which are required to have

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regard to Keeping Children Safe in education are listed in the Act as partners of the panel. Local Authorities in England and Wales should have established Channel panels in their area, and in Scotland referrals should be made to the Prevent Professional Concerns (PPC) programme. However, SkillForce staff are advised to activate local safeguarding procedures, using local, regional and national protocols for multi-agency liaison with school, police and children's services if they identify a young person is at risk of being radicalised.

25 INDICATORS OF ABUSE - WHAT YOU MIGHT SEE

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss SkillForce sessions or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour - from quiet to aggressive or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their SkillForce work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age;

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Area Manager to decide how to proceed. It is very important that you report your concerns - you do not need 'absolute proof' that the child is at risk.

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26 IMPACT OF ABUSE

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried.

For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Research has demonstrated that early childhood neglect, particularly emotional neglect, can lead to a delay in brain development, behavioural problems, difficulty in following instructions, learning difficulties and in adult life, difficulties in holding or maintaining employment. Challenging behavior at SkillForce sessions should therefore be met by positive interventions and staff should always question why a child may use particular behaviours.

27 TAKING ACTION

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report child protection concerns to the school DSL, Area Manager, and DSL without delay. Welfare concerns that are not child protection should be reported by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family;
- complete a record of concern on the School's form;
- seek support for yourself if you are distressed.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised within any of our schools and provision locations.

Appendix 3 provides a flowchart for reporting a concern.

28 IF YOU HAVE WELFARE CONCERNS ABOUT A CHILD

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk.

The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the School's record of concern form to record these early concerns. If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the school's Designated Safeguarding Lead, your Area Manager.

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29 IF A PUPIL DISCLOSES TO YOU

1. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.
2. If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on - you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.
3. During your conversation with the pupil:
 - Allow them to speak freely;
 - Remain calm and do not over react - the pupil may stop talking if they feel they are upsetting you;
 - Give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
 - Do not be afraid of silences - remember how hard this must be for the pupil;
 - Under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this;
 - Do not use the 'why?' question - if you need to clarify what the child is telling you, use TED (Tell, Explain, Describe);
 - At an appropriate time and as early as possible tell the pupil that in order to help them you must pass the information on;
 - Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
 - Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong;
 - Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day;
 - Report verbally to the School's Designated Safeguarding Lead;
 - Write up your conversation as soon as possible on the School's record of concern form and hand it to the designated person;
 - Seek support if you feel distressed.

30 NOTIFYING SCHOOLS

SkillForce will normally seek to discuss any concerns about a pupil with the School. This must be handled sensitively and the instructor and Area Manager will make contact with the Designated Safeguarding Lead of the registered School in the event of a concern, suspicion or disclosure.

CHILD PROTECTION AND SAFEGUARDING POLICY

Notifying Other Organisations

Where there may not be a registered school for example on summer projects SkillForce would normally discuss any concerns with the referring organisation and the DSL in Central Services.

31 REFERRAL TO CHILDREN'S SOCIAL CARE

In instances where there is no referring School or other organisation, the Area Manager will make a referral to children's social care (copied to the DSL in Central Services), if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

32 PEER ON PEER ABUSE

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use SkillForce's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Peer on peer abuse may include, but is not limited to:

- a. Domestic Abuse - an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality;
- b. Bullying, including cyber-bullying;
- c. Child Sexual Exploitation - children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18;
- d. Child Criminal Exploitation - grooming children and young people into situations where they are forced to carry out the instructions of a criminal gang, such as drug running, carrying weapons, burglary. Victims or CCE may go missing from home and are often found in coastal or market towns;
- e. Harmful Sexual Behaviour - Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others;
- f. Serious Youth Violence - Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 (i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm). 'Youth violence' is defined in the same way, but also includes assault with injury offences.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time.

There are often different gender issues that can be prevalent when dealing with peer-on-peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

SkillForce aims to reduce the likelihood of peer-on-peer abuse through:-

- a The established ethos of respect, friendship, courtesy and kindness;
- b High expectations of behaviour;

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- c Clear consequences of unacceptable behaviour;
- d Providing developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- e Systems for any pupil to raise concerns with staff, knowing they will be listened to, valued and believed;
- f Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer-on-peer abuse and that if they do, it is likely to be to their friends. Therefore, we will also educate pupils in how to support their friends if they are concerned about them, and that they should talk to a trusted adult for further advice.

- a. Any concerns or allegations of peer-on-peer abuse in any form should be referred to the DSL of the relevant school and the SkillForce manager using the procedures as set out in this policy.

The management of children and young people with sexually harmful behaviour is complex and SkillForce will work with other relevant agencies to maintain the safety of the SkillForce provision. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

33 CONFIDENTIALITY AND SHARING INFORMATION

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the school's Designated Safeguarding Lead, Area Manager and the DSL/Dep DSL (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with General Data Protection Regulations (GDPR) 2018 principles. Information is:

- processed for limited purposes;
- adequate, relevant and not excessive;
- Accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights;
- secure.

Written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Please ensure you speak with the SkillForce DSL for further guidance on this matter should this become relevant to you.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's

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SkillForce file and the SkillForce file will be 'tagged' to indicate that separate information is held. Please ensure you seek further advice from the DSL or deputy DSL.

Child protection records are normally exempt from the disclosure provisions of the General Data Protection Regulations 2018, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Area Manager.

The GDPR 2018 does not prevent SkillForce staff from sharing information with relevant agencies, where that information may help to protect a child.

"A shared responsibility and the need for effective joint working between agencies and professionals that have different roles and expertise are required if children are to be protected from harm and their welfare promoted. In order to achieve this joint working, there must be constructive relationships between individual practitioners, promoted and supported by:

- *the commitment of senior managers to safeguard and promote the welfare of children; and*
- *clear lines of accountability."*

Working Together to Safeguard Children 2018

Information Sharing: Advice for practitioners providing Safeguarding Services (DfE, 2015)

34 REPORTING DIRECTLY TO CHILD PROTECTION AGENCIES

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and, the Local Designated Senior Person, the Area Manager or the DSL/Dep DSL are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

All staff may raise concerns directly with Children's Social Care services

35 PREVENTATIVE WORK: EDUCATING CHILDREN ABOUT ISSUES

As part of developing a healthy, safer lifestyle, pupils should be taught;

- to recognise and manage risks in different situations and then decide how to behave appropriately (including those within the digital world)
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help
- to use assertiveness techniques to resist unhelpful pressure

Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children's Helplines (NSPCC, www.nspcc.org.uk/help telephone number 0808 800 5000, ChildLine, www.childline.org.uk telephone number 0800 1111) could help to provide assurance that it's okay to talk.

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36 RELATED SAFEGUARDING POLICIES & TOOLKIT DOCUMENTS

ASSOCIATED Policies:

Physical Intervention and the use of Reasonable Force
Complaints Policy
Anti-bullying for Children
Whistleblowing Policy
Recruitment and Selection
Grievance and Disciplinary / Managing allegations Policies
Code of Conduct for employees working with young people / Ethical Practice
Support for those making an allegation/ support for those subject to an allegation
Acceptable Use of ICT
Guidance for Photographing and Filming Children
Guidance for Dealing with Violence in the Workplace
Data Protection Policy, including the storage of records and records retention

CHILD PROTECTION AND SAFEGUARDING POLICY

APPENDIX 1

PERMANENT AND VISITING STAFF SAFEGUARDING AND CHILD PROTECTION INFORMATION LEAFLET

WELCOME to SKILLFORCE.

SkillForce Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

While working in within our provision we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the Designated Safeguarding Lead (DSL) _____ or a senior member of staff before you leave the provision.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the school's Designated Safeguarding Lead (DSL).

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned. You should complete a concern form (attached) and hand it to the DSL or a member of SkillForce staff before you leave the SkillForce site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our Safeguarding and Child Protection policy please contact the your area manager or the SkillForce DSL/deputy DSL.

CHILD PROTECTION AND SAFEGUARDING POLICY

APPENDIX 2

IMAGES CONSENT FORM

_____ (Establishment)

Pupil and parent consent for the use of images

There is evidence to suggest that some people who are a risk to children may identify potential victims from images (photographs or video recordings) and accompanying personal information that is in the public domain, including SkillForce brochures and websites, and local and national media.

To protect our pupils, we do not publish their full name and photograph together, we ensure children are appropriately clothed for photographs and we do not allow commercial or media photographers unsupervised access to pupils.

In signing this form, pupils and parents give consent for SkillForce or someone commissioned by SkillForce to take and use photographs and video recordings for educational purposes, to record events and to publicise the work of SkillForce on our website, in the SkillForce prospectus and in local or national media.

Name of pupil:

Date of birth:

Signature of pupil :

Date:

Name of parent or carer

Relationship to the pupil

Signature of parent or carer

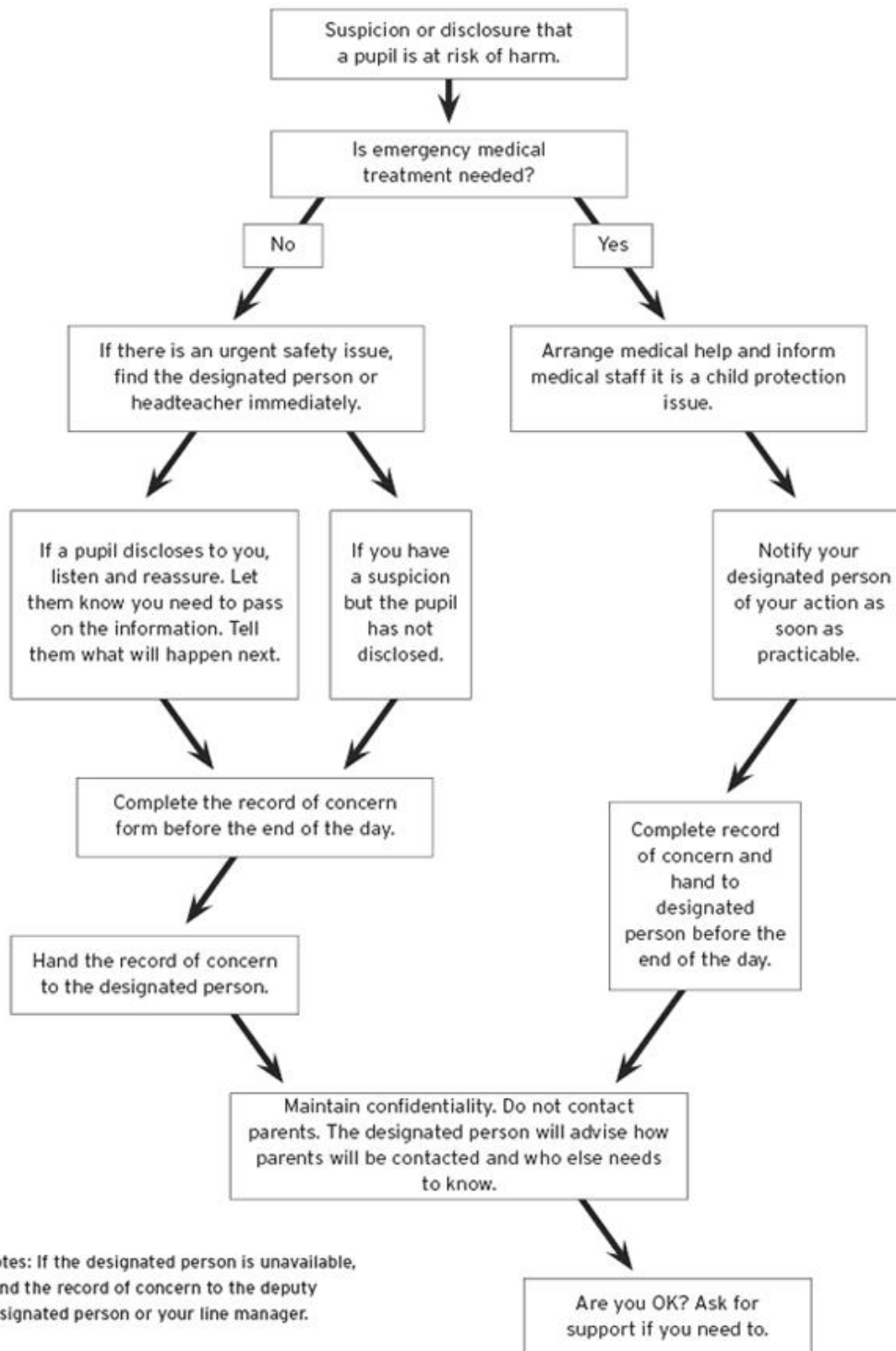
Pupil's address

Telephone:

CHILD PROTECTION AND SAFEGUARDING POLICY

APPENDIX 3

REPORTING A CONCERN FLOWCHART



Notes: If the designated person is unavailable, hand the record of concern to the deputy designated person or your line manager.

Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.

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APPENDIX 4

CHILD PROTECTION / SAFEGUARDING RECORD OF CONCERN

For use only where a school or commissioning organisation does not have their own concern form.

Use this form if you suspect a pupil may be suffering abuse or neglect or have concerns about their welfare, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse.

You must complete this form and hand it to the school's designated person today. You must also ensure that your Area Manager and the DSL/deputy DSL at Central Services are provided with a copy of this form.

| PUPIL DETAILS | | | | |
|--|-----|--------|---------------|--|
| Pupil's Full Name: | | School | Class / group | |
| Address: | | | | |
| Telephone: | | | | |
| Date of birth: | | | | |
| <i>* If you do not have certain information, such as the child's address, do not delay handing in the form. Ask the designated person to complete the information.</i> | | | | |
| Does the pupil have any disability or special educational needs? | Yes | | No | |
| Please specify: | | | | |
| Does the pupil have any visible injury, or have they told you they've been injured? | Yes | | No | |
| If yes, has medical advice been sought? | | | | |
| Has any action already been taken in relation to this concern (for example, pupil taken out of class, first aid)? | | | | |
| DETAILS OF THOSE WITH PARENTAL RESPONSIBILITY (if known) | | | | |
| Name(s): | | | | |
| Address: | | | | |
| Telephone: | | | | |

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| | | | | |
|---|-----|--|----|--|
| Relationship to Pupil: | | | | |
| Do those with parental responsibility know this form has been completed? | Yes | | No | |
| If not, why not? | | | | |
| NOTE: Those with parental responsibility should not be contacted by anyone in SkillForce of the pupils registered school if this could place the pupil at risk. Speak to the designated person first. | | | | |
| Why are you concerned about this pupil? | | | | |
| Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. [You must not have asked the pupil leading questions or tried to investigate the concern yourself]: | | | | |
| If an allegation has been made against a professional, give any details you have about the alleged abuser: | | | | |
| ABOUT YOU (THE PERSON COMPLETING THIS FORM) | | | | |
| Date and time of this record: | | | | |
| Your Full Name: | | | | |
| Position: | | | | |
| Name and position of the person this record was handed to: | | | | |
| Date and time the above person received this record: | | | | |
| If this record has been handed to anyone other than the designated person, please explain why: | | | | |

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If you have used additional sheets to complete this record of concern please attach them to this form and write the number of additional sheets here _____

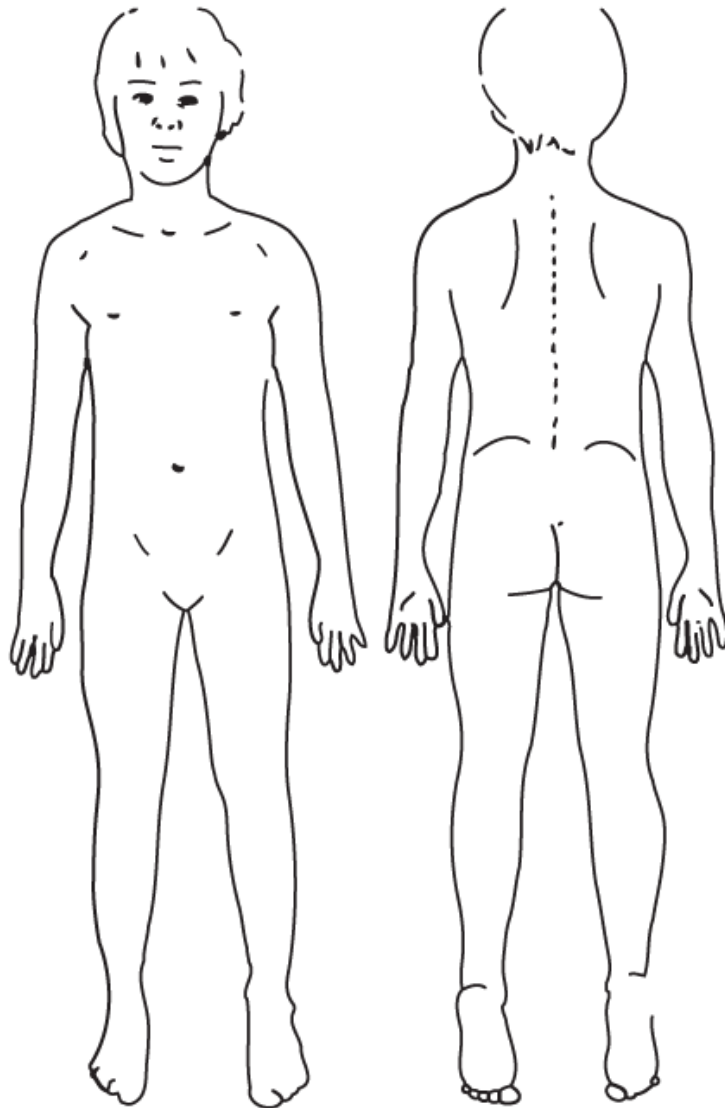
If the pupil has a visible injury, please indicate the location on the body map and attach the body map to this form.

Hand this form to the school's designated person before you go home. If the designated person is unavailable, hand it to their deputy, the Area Manager or your line manager.

For Designated Staff use (please tick relevant items)

| Action Taken | When / who? | Outcome |
|---|----------------|---------|
| Discuss with child / young person? | | |
| Monitoring sheet? | | |
| Check behaviour database? | | |
| Contact parent / carer? If no, state reason | Yes / No | |
| Check with allocated Social Worker? | Yes / No / n/a | |
| Seek advice from LA safeguarding adviser? | | |
| Refer to Social Care? If yes, state outcome | | |
| No action needed? If yes, state reason for this | Yes / No | |
| Other (Please specify) | | |

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POLICY**



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APPENDIX 5

INFORMATION SHARING

Seven **GOLDEN** rules for information sharing

- 1 Remember that the GDPR 2018 is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2 Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3 Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- 4 Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5 Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6 Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7 Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

From Information Sharing: Guidance for practitioners and managers (DfE 2015)

CHILD PROTECTION AND SAFEGUARDING POLICY

Informing parents about a referral

While, in general, you should seek to discuss any concerns with the family and, where possible, seek their agreement to making referrals to children's social care, this should only be done where such discussion and agreement-seeking will not place a child at increased risk of significant harm or lead to interference with any potential investigation. The child's interests must be the overriding consideration in making such decisions.

- Wherever possible, you should be open about what personal information you might need to share and why. In some situations, it may not be appropriate to inform a person that information is being shared or seek consent to this sharing, for example, if it is likely to hamper the prevention or investigation of a serious crime or put a child at risk of significant harm or an adult at risk of serious harm.

When consent should not be sought

- There will be some circumstances where you should not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:
 - place a person (the individual, family member, yourself or a third party) at increased risk of significant harm if a child, or serious harm if an adult; or
 - prejudice the prevention, detection or prosecution of a serious crime; or
 - lead to an unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.
- You should not seek consent when you are required by law to share information through a statutory duty or court order. In these situations, subject to considerations set out above, you should inform the individual concerned that you are sharing the information, why you are doing so, and with whom.