Cambian

The Forum School
England Children's Homes
Safeguarding & Child Protection
POLICY

Jane Holloway - DSL

Tracey Wilson – Deputy DSL

1. Introduction

This policy is written in line with:

- Children's Act 2004
- Care Standards Act 2000
- The Children's Home Regulations 2015.
- The Guide to the Children's Homes Regulations 2015
- Working Together to Safeguard Children 2025

This policy is only applicable to Children's Homes in England. It was written by the Children's Homes Safeguarding Policy Champion's Group. **Our Children supported with their views to help write this policy, their comments are highlighted in orange throughout the policy.** The policy has also been reviewed and agreed by the proprietor.

This policy also applies to children's homes who are located on a school site. All schools and Residential Special Schools have separate policies which are linked to Keeping Children Safe in Education (KCSiE) 2025.

This policy applies to children and young people under the age of 18 years in addition to all children's home staff, including agency and volunteers.

Alongside this policy all staff receive training at induction. There is also online training on Myrus that all staff in children's homes complete which is refreshed annually. Additional training and support can be accessed by contacting:

- Learning Request Form (LRF) NCLD Learning Request Form (monday.com)
- Christina Leath – Group Safeguarding Director on Christina.Leath@caretech-uk.com

All safeguarding concerns raised are be kept confidential and on a 'need to know basis' where possible. Staff who raised concerns are encouraged to ask for updates so that they are satisfied the concern has been managed appropriately and the right action has been taken.

2. Aims of Policy

This policy ensures that staff know:

- the difference between safeguarding and child protection
- the difference between an allegation and disclosure
- how to identify a child protection concern and,

- how to respond to an allegation of abuse/neglect/exploitation
- The Registered Manager is clear on their role and can respond and record concerns without delay
- The Registered Manager is clear on a multiagency approach to child protection.

3. Definitions in this policy

The terms below are used throughout this document with the following definitions:

- Child: anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout this policy.
- Looked after child: a child who is looked after by a local authority by reason of a care order, or being accommodated under section 20 of the Children Act 1989.
- Responsible local authority: the local authority that is responsible for a looked after child's care and care planning.
- Host local authority: the local authority in which a looked after child is placed when placed out of the responsible local authority's area.
- Position of Trust – where the child has some dependency on the adult involved, often combined with an element of vulnerability of the child. Existing positions of trust are directed at those who are employed to provide care for a child in a residential care home under the age of 18.
- Abuse: In the context of child protection, is behaviour towards a child which has the deliberate intention of causing harm. More information is found via this link Types of Child Abuse & How to Prevent Them | NSPCC
- 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.
- Allegation – a claim or assertion that someone has done something illegal or wrong, typically one made without proof.
- Disclosure - the act of making something previously unknown, known.

4. Child Protection and Safeguarding – What's the difference?

Safeguarding is an overarching, **preventative** action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse, neglect or exploitation whether that is within or outside the school/home, including online
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- acting to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It is **responsive** and focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

5. The Safeguarding Culture

At our home, safeguarding permeates all aspects of life and is everyone's responsibility; the home forms part of a wider safeguarding system. In order to fulfil our responsibilities, we adopt a child-centred approach. This means safeguarding systems and procedures are oriented around the wishes, feelings and best interests of our children and young people. We also seek to give children and young people a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs. We are also aware that certain issues may impact their ability to speak openly such as being from a SEND or LGBTQ background and work hard to ensure such children and young people are supported to express their views and feel heard.

The home's safeguarding culture can best be described as the following;

- **Proactive** - being professionally curious to determine further information in the interests of the child and young person. Staff exercise professional curiosity at all times, as it is likely that signs of any form of abuse including neglect will be identified when dealing with an un-associated incident. Staff and managers raise awareness through enhancing individual's capacity around risks and safety whilst receiving regular reflective supervision to support them in their role.
- **Reactive -** taking swift actions, reducing the risk of harm to a minimum, involving other professionals in timely manner, active listening, applying theory in practice in a methodical way.
- **Reflective -** understanding 'how we got there in the first place', completing chronologies alongside key professionals to identify 'lessons learned' and ways to improve practice

6. Abuse or Neglect

If staff believe a child or young person is not their 'usual self' or have reason for concern, they report this in writing, to the registered manager / deputy.

Abuse

Signs of abuse are:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent or carer?
- Educational neglect - not making sure a child receives an education
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

Neglect

Types of neglect are:

- **Physical neglect**
  A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe.
- **Educational neglect**
  A parent or carer doesn't ensure their child is given an education.
- **Emotional neglect**
  A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
- **Medical neglect**
  A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.
- **Neglect in Care**
- occurs when a person deliberately withholds, or fails to provide, suitable and adequate care and support needed by the child.

Signs of neglect are:

- Being frequently absent from school
- Inappropriate clothing (e.g. shoes too small, clothes are ill-fitted or unsuitable for the weather conditions)
- Clothes are consistently dirty or smelly
- Being hungry
- Hands are cold, red and swollen
- Unkempt appearance and poor hygiene; hair quality is poor or is messy, teeth are dirty, skin dirty
- Lacking necessary medical or dental care, including immunisations or glasses
- Missing medical appointments
- Health problems, including anaemia, body issues, poor muscle tone or prominent joints, regular illness of infections, repeated accidental injuries (often cause by lack of supervision), skin issues (e.g. sores, rashes, flea bites, scabies, ringworm), thin or swollen tummy, weight or growth issues, untreated injuries
- Developmental problems, including poor language or social skills
- Frequent and untreated nappy rash in infants
- Being constantly underweight or considerably losing weight

- The parent or carer has failed to keep the child protected from physical harm or danger
- Begging or stealing things like money or food
- Living in an unsuitable environment (e.g. no heating, messy)
- Being left home alone for long periods of time
- Taking on the role of a carer for other family members
- Changes in behaviour, such as becoming clingy, aggressive, withdrawn, depressed or anxious, displaying obsessive behaviour
- Changes in eating habits
- Using drugs or alcohol
- Self-harm or attempts at suicide

Exploitation
Child exploitation is when someone uses a child for financial gain, sexual gratification, labour or personal advantage. It often involves using cruel and/or violent treatment to force a child to take part in criminal or sexual activities often leading to physical and emotional harm to the child, to the detriment of their physical and mental health, education, and moral or social development. It involves individuals or groups taking advantage of a power imbalance to coerce or manipulate a child into taking part.

Signs a child may be exploited:

- Being frequently absent from school
- Staying out late or overnight
- Unexplained gifts/new possessions
- Drugs and alcohol misuse
- Secretive behaviour
- Inappropriate or sexualised behaviour
- Friendship or relationships with older adults
- Significant changes in mood or behaviour changes in appearance (clothes, hygiene, etc).
- Becoming withdrawn or isolated, poor mental health/self-harm etc.
- Lots of time spent on social media talking to 'friends' they haven't met or that you don't know.
- Unexplained injuries
- They own a second mobile phone from which they are receiving a high volume of calls or need to leave urgently after receiving a text/call
- Self-harm or attempts at suicide

7. Mind of My Own

Mind of My Own is available to support all children and young people across CareTech Children's Services. This is used via an app or computer log in and enables a child's views, wishes and feelings to be shared digitally as well as, or, instead of verbally. To access Mind of My Own, young people can set up their own account and this can be supported by the use of staff 'Practitioner Accounts'.

Mind of my own is not an emergency service and should a concern arise staff follow the reporting in this policy and do not rely on the app to perform this role.

Regarding child protection, within both products, young people have the opportunity to raise concerns if they wish. More specifically the One App has a function called 'Safety Link' which is triggered if a young person mentions or chooses the words 'unsafe', 'scared' or 'unhappy' . Portal admins are instantly notified of such statements, which then provides opportunity to discuss directly with the young person when they next meet. As already mentioned above if young people raise any safeguarding concerns, this information is treated exactly the same as any other form of safeguarding concern and reported as per the procedures within this policy.

Mind of My Own enhances our ability to hear and listen to a child's voice and does not replace any existing methods that are already working for our young people. All we know is that sometimes even when we have a good positive relationship with a young person they

can find it difficult to share their true thoughts, feelings and emotions. By sending a statement via Mind of My Own young people have the opportunity to share those thoughts, feelings and emotions without the need for face to face interaction and when they feel ready not when we are asking.

Our children felt able to tell adults via Mind of My Own of their concerns if they did not feel comfortable talking to adult's face to face.

8.Children's homes who are attached to schools

Children's homes who are linked to schools are aware of the statutory guidance Keeping Children Safe in Education (KCSiE) 2024. Staff working in these children's homes follow **this policy** when a safeguarding concern arises and not the school policy.

Communication is strong between the Registered/Homes Manager and the Responsible Individual for the home. This, in most cases is the School Principal.

In line with KCSiE guidance, staff in these children's homes consider the following areas -

- the extra vulnerabilities of SEND children
- inappropriate pupil or student relationships and the potential for child-on-child abuse, particularly in schools and colleges where there are significantly more girls than boys or vice versa.

More information regarding the SEND vulnerabilities of your children and young people can be sourced from the Headteacher and must be clear throughout children's plans.

The anti-bullying and the school child on child abuse policy will give more information regarding the risks children face in a larger setting.

9.Early Help

Early help is support provided by the local authority and third sector for children and young people of all ages. It improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later when issues have become more problematic.

Staff and management know what the local early help process is and how and where to access support. More information on early help is set out in the early help process in Working Together to Safeguard Children 2025.

Working together to safeguard children - GOV.UK

10. Signs that a staff member could be causing harm to an individual

- Using restraint when it's not needed
- Having favourites
- Giving treats, presents or money to individuals without permission from manager
- Finding ways to spend time with an individual perhaps by working longer hours
- Finding ways to spend time alone with a particular individual
- Inviting an individual to their own house without permission from a manager
- Being over-friendly with certain individuals, parents or guardians
- Taking photos of individuals that aren't for work purposes
- Trying to make private contact with an individual by text, email, mobile phone, online or in letter
- Finding ways to have physical contact, like play-fighting or tickling
- Keeping collections of toys or other items that might attract children or people at risk
- Controlling behaviour
- Narcissistic characteristics
- Bullying
- Humiliation
- Constant yelling and shouting
- The threat or use of violence
- Destroying personal items
- Accusing the child/young person (the victim) of committing abuse against them

11. Bullying

Staff are vigilant to the fact that children are capable of abusing other children and maintain an attitude of `it could happen here`. All staff understand and follow the Bullying policy Please refer to the link below.

3-TFS-Child-on-Child-Abuse-September-2024.pdf

12. Preventing Radicalisation – The PREVENT Duty

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of our home's safeguarding approach. Our home adopts the PREVENT policy and procedures in the event of related concerns. Please refer to the link below.

Insert Link for Prevent Policy

13. Online Safety

There are mechanisms in place to identify, intervene in and escalate any concerns regarding online safety and associated risks. Our home recognises technology may be a significant

feature in safeguarding/child protection issues and that children can use this forum to abuse other children whilst also being at risk of harm from adults. Our home also ensures appropriate filters and monitoring systems are in place. Please refer to the link below.

Insert Link for online safety Policy

14. Special Education Needs & Disabilities

Our staff are aware that individuals with special educational needs (SEND) and disabilities:

- Are more likely to be abused or neglected;
- May display behaviour, mood and/or injury, which may relate to possible abuse and not just their SEND or a particular disability.
- Have a higher risk of peer group isolation.
- Can be disproportionally impacted by bullying without outwardly showing any signs.
- Experience communication barriers and difficulties in overcoming these barriers.
- Are more likely to face barriers in reporting incidents of abuse/harm/neglect/exploitation

Please refer to the links below for our SEND Policy

Insert Link for SEND policy

15. Staff management of allegations/disclosures

'Report it. Investigate it. Stop it from happening again'.

Staff understand the definitions of each to ensure they are clear with how to respond.

- Allegation – a claim or assertion that someone has done something illegal or wrong, typically one made without proof.
- Disclosure - the act of making something previously unknown, known.

When there is a suspicion a child has been harmed by a person working with them, or a child discloses abuse, staff ensure this is passed to the right person. This policy guides staff in how to record and pass on information quickly to prevent the child from becoming at risk of further harm.

Working Together to Safeguard Children 2025 is clear that:

'Organisations and agencies working with children and families should have clear policies for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice, or a complaint'.

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

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

- behaved or may have behaved in a way that indicates they may not be suitable to work with children'

The person who an allegation or concern is first reported to, treats the matter seriously and keeps an open mind.

'Help them, support them by listening and talking'.

They should:

- Stay calm.
- Listen to and take seriously any disclosure or information.
- Not to show signs of shock or disbelief.
- Not express feelings or judgements
- Allow the child to talk freely and avoid asking leading questions (TED questions are advised – tell me, explain and describe).
- Reassure the child and explain that they have done the right thing in telling you.
- Explain to the child, what you have to do next and who you have to contact.
- Record the information / disclosure immediately in the child's 'own words.'
- Record the facts and do not put your own judgement within the record. Always record who was present, date, time, the questions you asked and what the child has said in their own words.
- Immediately report to the Registered Manager, or deputy in their absence

- Where the Registered Manager is the subject of the allegation, the information should be reported to Responsible Individual / Service Manager.
- Immediately report to Police if the child is at risk of imminent significant harm
- Reassure the child they will be supported and kept safe
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to their manager if they have concerns about a child.
- Protect the confidentiality of the process

Staff should not:

- Investigate or ask leading questions
  - Make assumptions or offer alternative explanations
  - Promise confidentiality - the person/persons should be advised that the concern will be shared on a 'need to know' basis
  - Share this outside of the reporting process
  - Clean a room where an allegation is alleged to have taken place nor move anything or allow people access to the room in order to preserve forensic evidence
  - Encourage an individual to wash or change their clothes; (in the case of sexual assault, or if there is a suggestion of oral sex, do not encourage the person to clean their teeth or give them a drink until mouth swabs have been taken by the police) in order to preserve medical or forensic evidence on the person

'Ask "how" – don't push too hard if we don't want to tell you'

'We talk to you in confidence, unless it's a health risk, please don't write it down in front of us as it makes us feel like we can't talk to you and will keep it to ourselves.'

16. Allegations against the Registered Manager / Senior Manager

On an occasion where a child alleges that a registered manager or senior leader has harmed them, staff contact the on-call regional manager or a senior manager to inform them. The said manager should not be involved with the allegation. If the on-call manager is reported to be involved in the allegation then the regional director or an alternative manager (who is senior to the on-call manager) is contacted.

All calls are followed up with an e-mail that clearly sets out the details of the allegation.

Staff follow the advice from the senior leader, which includes a referral to LADO. If staff have been given different advice and still believe a referral is needed, then this must be escalated further and staff consult the group Whistleblowing policy for further guidance.

17. The role of Registered Manager/On Call Manager

The registered manager ensures they update the following people without delay -

- children's social worker
- the host local authority
- their regional manager
- if appropriate, the child's parents or carers.

E-mails are sent and copies kept to show that actions have been taken. If escalation is necessary then the registered manager copies in senior managers.

If a social worker initiates a child protection enquiry (section 47) then staff and the manager co-operate fully with the social worker and partner agencies in their investigation.

A Regulation 40 notification is sent to Ofsted Tell Ofsted about an incident: children's social care notification - GOV.UK (www.gov.uk).

- To inform them of an allegation against somebody working in the home.
- to inform them of the start of a Section 47 investigation.
- Ofsted must also be notified via Regulation 40 once the Section 47 investigation has concluded.

Records of the allegation of abuse or neglect are kept and staff ensure that any actions that have been taken are recorded in these records via safeguarding tracker packs / confidential safeguarding logs.

Any agreed actions or measures that have been put in place are added to the young person's risk assessment and supporting plans.

Staff ensure the young person is supported via 1-1 sessions – where appropriate.

Staff and the manager look at any other mitigation which may be required.

Police are called if a crime is suspected.

The manager also informs their Regional Manager (RM) and the RM escalates to the Managing Director as well as informing the Compliance and Quality Team if required.

The LADO informs the manager of next steps and whether an investigation is required. If an internal investigation is required the manager consults with the Regional Manager and HR.

If an allegation does not meet LADO thresholds or they do not recommend an internal process the registered manager consults with HR as company policies may have been breached. Managers also consult with HR regardless of LADO advice to ensure a consistent approach to allegations.

Ofsted are notified under Regulation 40 Tell Ofsted about an incident: children's social care notification - GOV.UK (www.gov.uk).

The registered manager, where possible, feeds back to those who have raised the concern and lets them know the progress of the concern and outcome.

Once a child protection concern is concluded, the registered manager reflects on the concern, the outcome and all available information and considers lessons learned. Where best practice has been observed, this is shared with the Regional Manager and communicated to staff.

18. Timescales for reporting a concern regarding someone in a position of trust

Immediately

- Staff raise concern with the registered manager/on call manager
- Staff ensure the child/young person is kept safe from immediate danger and risk.
- Police are called if a crime has been alleged.

At the earliest opportunity/end of the working day

- LADO informed if allegation is against position of trust
- Allocated social work informed
- Responsible Individual/Regional Manager informed
- HR informed

Within 24 hours

- Communication with LADO/social worker regarding safeguards required to keep child/young person safe.
- Regulation 40 notification to Ofsted

- Ensure identified actions to keep the child safe have been implemented.

Within 48 hours

- Feedback from LADO/Social Worker regarding whether incident is investigated internally or whether a S47 is required.

Within 5 days

- Consideration is given to whether a Management Investigation (MI) should commence (if appropriate and no S47) – An MI cannot begin until LADO, Police and Social Work agree there is no criminal or social services investigation being undertaken as commencement of an MI may compromise evidence in any future criminal proceedings
- Chase all agencies if a S47 investigation is required for dates of meetings and coordinate visitors to the home.
- Update Ofsted/other regulatory bodies/LADO via Regulation 40 notification of outcome of allegation.
- E-mail to Head of Policy/C&R and QI Team of any gaps in staff practice which will lead to a revision of policy.

If a S47 remains ongoing

- Chase agencies every 3-5 days for updates.
- Inform Regional Manager and Regional Director of any significant updates.

If there is no outcome after 30 days

- Managers to raise their concerns with the child's IRO and social work team manager.
- Regional Manager and Regional Director to be informed

Upon conclusion of S47

- Ensure that Regional Manager, Regional Director updated with outcomes and lessons learned.
- Staff update the child's plans including care plan and risk assessments of children involved.
- Notification to Ofsted to confirm end of S47 and lessons learned.
- E-mail to Head of Policy of any gaps in staff practice which will lead to a revision of policy.

19. Timescales for reporting a concern regarding someone NOT in a position of trust

Immediately

- staff raise with the registered manager/on call manager
- Staff ensure that the child/young person is kept safe from immediate danger and risk.

- Police are called if a crime has been alleged.

At the earliest opportunity/end of the working day

- The child's social worker to be informed, and or the Local Authority
- MASH or Early Help informed via local reporting protocol - Report child abuse to a local council - GOV.UK (www.gov.uk)
- Responsible Individual/Regional Manager informed

Within 24 hours

- Communication with Social Work team regarding safeguards required to keep young person safe.
- Consider whether a Regulation 40 notification to Ofsted is required, is the allegation/disclosure significant in your view?
- Ensure identified actions to keep the child safe have been implemented

Within 48 hours

- Feedback from Social Work team whether a S47 is required.
- A S47 would mean that a Regulation 40 notification is required.

Within 5 days

- Chase all agencies if a S47 investigation is required for dates of meetings and coordinate visitors to the home.
- Update Ofsted via Regulation 40 notification of outcome of allegation.
- E-mail to Head of Policy of any gaps in staff practice which will lead to a revision of policy.

If a S47 remains ongoing

- Chase agencies every 3-5 days for updates.
- Inform Regional Manager and Regional Director of any significant updates.

If there is no outcome after 30 days

- Managers raise their concerns with the child's IRO and social work team manager.
- Regional Manager and Regional Director to be informed

Upon conclusion of S47

- Ensure that Regional Manager, Regional Director updated with outcomes and lessons learned.
- Staff update the child's plans including care plan and risk assessments of children involved.
- Notification to Ofsted to confirm end of S47 and lessons learned.
- E-mail to Head of Policy of any gaps in staff practice which will lead to a revision of policy.

20. External handling of allegations

When the Registered Manager is informed of an allegation they report without delay to the LADO Report child abuse to a local council - GOV.UK (www.gov.uk).

21.SUI Process

The Serious and Untoward Incident process (SUI) is an important component of the safeguarding process and must be completed where it is deemed necessary. A Serious and Untoward Incident is an event resulting in, or posing the risk of, significant harm, distress, or death. It could also have been a 'near miss' where an event could have led to a serious incident but was averted.

The SUI process is one which promotes the immediate safety of those harmed, allows for a timely investigation of the circumstances surrounding the incident, ensures post-incident actions are undertaken in addition to creating opportunities for review and evaluation.

Furthermore, the process enables serious incidents to be communicated to relevant heads of service about issues including potential financial risk (e.g. potential insurance claims), reputational risk (e.g. media coverage) in addition to alerting the Director of Safeguarding who upon receipt of the SUI form will provide guidance and support to schools throughout any child protection/safeguarding processes.

The SUI Reference Form outlines 5 risk categories that would merit the completion of an SUI Form. Staff refer to this for guidance about what incidents would require to be dealt with under the SUI process and ensure the form is completed within set timescales. Please refer to the SUI Reference Form and SUI Briefing Form links below for further guidance

Insert Link for SUI Process, SUI Risk Categories and SUI Briefing Form

22. Safer Recruitment

Our home takes active steps to prevent people who pose a risk of harm from working with children. We do this by adhering to statutory responsibilities to check staff who work with children, by carrying out the required checks and verifying the applicant's identity, qualifications and work history. Our home takes proportionate decisions on whether to ask for additional checks beyond what is required whilst ensuring volunteers/contracted staff/visitors are appropriately supervised. Please refer to our Recruitment and Selection Policy link below.

Microsoft Word - Group - Recruitment & Selection Policy

Written by:

- Matt Nicholls – Head of Policy (Children)
- John Reidy – Regional Manager (NE)
- Samantha Kingston – General Manager (Merida and Meeko)
- Shelley Simpson - Registered Manager (Yorkshire)
- Nicola Deaton – Assistant Regional Manager (North East)

- James Whincup – Compliance and Quality Manager
- Christine Seecharan – Compliance and Quality Manager
- Kate Jones – Director of Service (Branas Isaf)
- Carol Statham - Registered Manager (Lancashire)
- Jonathan Lewis – Deputy Manager (Inspire)
- Pam Thompson – Team Leader (ROC North West)

This policy was also supported by the children at one of children's homes 'Merida' who shared their views.

Equality Statement

At Caretech we are committed to respect, inclusion, and equal opportunities for all our children and young people. We follow the Equality Act 2010, ensuring a safe and welcoming environment free from discrimination. Our staff promote fairness and diversity**,** helping every child feel valued and supported.

Together, we create a home where everyone belongs.

Policy Review Statement

This policy will be reviewed annually to ensure it remains effective and compliant with current regulations. However, if there are changes in guidance, legislation, or operational needs**,** an earlier review will be undertaken. Updates will also incorporate lessons learned from practice and inspections.

Our commitment is to continuous improvement and ensuring the best possible experience for all children.

Last Review – June 2025 by Laura Dickie, Head of Policy

Next Review – June 2026

Version 2

This policy has been signed and agreed by the proprietor:

Jeremy Wiles
Group Executive Director-
Children's Services
Date: February 2024

This policy sits alongside the following Children's Home policies:

- Anti-Bullying Policy
- Missing from Care Policy
- Behaviour Management Policy
- Online Safety Policy
- Exploitation Policy (CSE/CCE)
- PREVENT / Radicalisation Policy
- Self-Harm Policy
- Safer Recruitment
- Whistleblowing
- Complaints