

# Policy and Procedure on Child Protection and Safeguarding (Children and Adults)

The Forum School

Policy Author	Tom Burford/Lidia Lechocki
Approval Date	September 2019
Next Review Date	September 2020
Version No	6
Policy Level	Children's Services
Staff Groups Affected	All Staff

## Contents

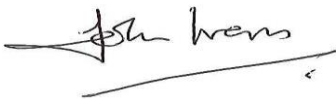
<b>1. Monitoring and review</b> .....	<b>2</b>
<b>2. Terminology</b> .....	<b>3</b>
<b>3. Definitions</b> .....	<b>3</b>
Age related arrangements.....	3
Multi agency working – Safeguarding Partners .....	4
Child protection.....	4
Safeguarding .....	4
The difference between safeguarding and child protection.....	5
Abuse and neglect – child and adults context .....	7
<b>4. Purpose</b> .....	<b>7</b>
<b>5. Policy</b> .....	<b>8</b>
Safeguarding culture of the organisation.....	8
<b>6. High Risk Emerging Safeguarding Issues</b> .....	<b>9</b>
Contextual safeguarding.....	9
Bullying.....	9
Peer on peer abuse.....	9
Peer on peer abuse and sexual violence and harassment.....	10
Online Safety and Social Media – teaching online safety in schools .....	11
Violence against women and girls (VAWG).....	14
Female genital mutilation (FGM) .....	15
Forced marriage .....	15
Teenage relationship abuse .....	16
Honour-based violence.....	16
Preventing extremism and radicalisation .....	16
Child Sexual Exploitation (CSE) .....	17
Serious Violent Crime .....	17
Criminal exploitation (including county lines and cuckooing).....	18
Missing young people and the link between missing and county lines .....	19
Human trafficking and modern slavery .....	19
Initiation/Hazing .....	21
<b>7. Safeguarding issues relating to Individual children and young people needs</b> .....	<b>21</b>
Homelessness .....	21
Private Fostering .....	21
Child and the Court System.....	22

Fabricated or induced illnesses (FII) .....	22
<b>8. Child Protection and Safeguarding Procedures .....</b>	<b>22</b>
Roles and responsibilities .....	22
Unexplained body marks .....	25
A disclosure from an Individual .....	25
Setting priorities .....	26
Carrying child protection examinations – professionals including medical professionals .....	27
Allegations against the Head of Service who is also the DSL .....	28
Death of someone in our care including rapid response to unexpected death .....	29
Abuse of position of trust .....	29
Volunteers .....	30
Contractors .....	30
Extended school and off-site arrangements .....	30
Use of mobile phones .....	30
Photography and images .....	30
Physical intervention and use of reasonable force .....	31
Staff Taking Medication or other substances .....	31
Information for individuals and relatives/carers .....	31
Recruitment and vetting .....	31
Requirements to inform Disclosure and Barring Services (DBS) .....	32
Record-keeping .....	32
Monitoring .....	32
Training .....	32
Opportunities to teach safeguarding, including Relationships Education and Relationships and Sex Education and Health Education .....	33
Confidentiality and information sharing .....	33
Complaints and Monitoring .....	34
<b>9. Accountability .....</b>	<b>34</b>
Appendix 1: Relevant policies and documents .....	36
Appendix 2: Legislation and guidance .....	38
Appendix 4: Types of abuse – children .....	40
Appendix 5: Types of abuse - adults .....	41
Appendix 6: Signs that someone could be a victim .....	43
Appendix 7: Signs that someone could be an abuser .....	44
Appendix 8: DSL/Registered Manager (RM) – actions, reporting and recording procedure .....	45
Appendix 9: Key contacts .....	47

## 1. Monitoring and review

- 1.1. The Cambian (the Proprietor) will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.
- 1.2. The local content of this policy will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



John Ivers

Proprietor and Cambian Group Safeguarding  
Lead

Date: September 2019



Greg Regan

Principal

September 2019

## 2. Terminology

- 2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have children and young people attending and/or residing between the ages of 7 and 19 years
Head of Service	This is the senior person with overall responsibility for the school and children's home. At The Forum School this is the Greg Regan (Principal) and Kerry Byron (Care Services Manager)
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At The Forum School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
CambianKPI	is the online in-house information system which holds data for each site on quality measures.
Safeguarding Partners	Local Safeguarding Children Board Local Authority Designated Officer Local Safeguarding Adults Board Protection of Vulnerable Adults

## 3. Definitions

### Age related arrangements

- 3.1. **Children and Young people are under 18.** Working together to Safeguard Children (2018) and Keeping Children Safe in Education (2019) only applies to children and young people until they reach the age of 18. The overall role of the safeguarding partners is to coordinate local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together. From September 2019 LSCBs are going to be replaced by Safeguarding Partners covered in Multi – agency working section in this policy and procedure.
- 3.2. **Adults are over the age of 18.** Over 18 year olds are covered by the Local Safeguarding Adult Boards (LSABs). Government guidance can be gained from the Care Act 2014. An adult at risk of harm or abuse

is any person who has needs for care and support and, is experiencing or at risk of abuse or neglect; and as a result of their particular care and support needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect'. We refer to adult service users in our provision as **young adults** due to the fact we provide children's services up to the age of 25.

- 3.3. The Social Services and Well-being (Wales) Act 2014 came into force in April 2016 and it provides the legal framework for social service provision in Wales. It sets out what must and should be done to safeguard
- 3.4. children and adults. At a local level regional safeguarding children's' boards co-ordinate and ensure the effectiveness of work to protect and promote the welfare of children.
- 3.5. Staff working with young adults aged 18 and over will follow the safeguarding referral process to Safeguarding Partners depending on local arrangements.

### Multi agency working – Safeguarding Partners

- 3.6. In June 2018, the government announced that all local authorities would need to make arrangements to replace their Local Safeguarding Children Boards by September 2019. Instead of each locality having access to a Local Safeguarding Children Board, the government wants each locality to have access to a team of Safeguarding Partners, who will work collaboratively to strengthen the child protection and safeguarding system.
- 3.7. New safeguarding partners and child death review partner arrangements are now coming into place. These will comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area.
- 3.8. Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" (DfE, 2019a) and it is expected that they will name schools and colleges
- 3.9. as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements.
- 3.10. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children and young people. They must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement
- 3.11. the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published
- 3.12. arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.
- 3.13. Schools and colleges will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide
- 3.14. additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

### Child protection

- 3.15. Child protection is part of the safeguarding process. It 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.

### Safeguarding

**3.16. Safeguarding children and young people** is the action that is taken to promote the welfare of children and protect them from harm. It means:

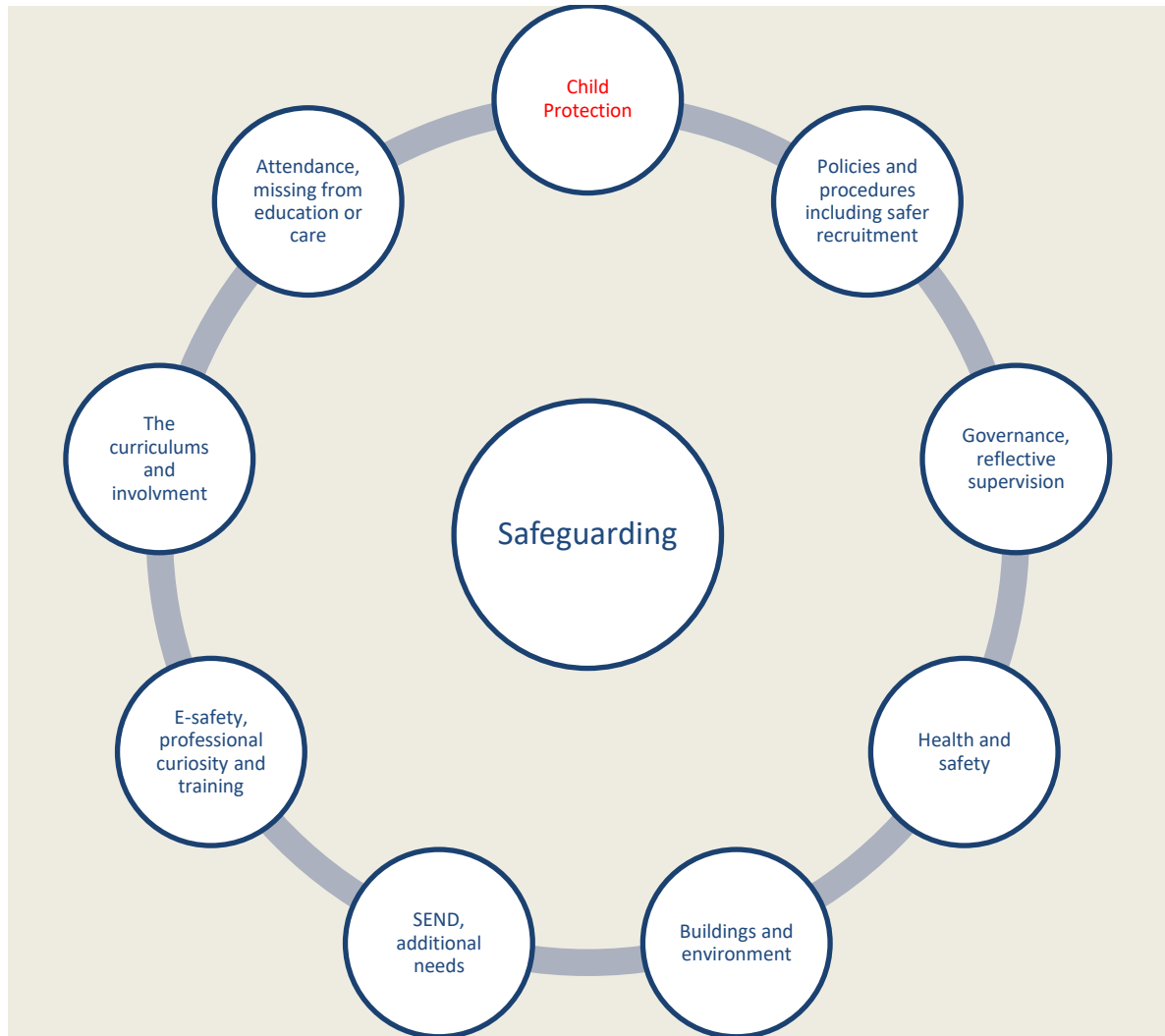
- Protecting children from abuse and maltreatment,
- Preventing harm to children's health or development,
- Ensuring children grow up with the provision of safe and effective care,
- Taking action to enable all children and young people to have the best outcomes.

#### **The difference between safeguarding and child protection**

**3.17.** In relation to children's services - in practice safeguarding is the policies and practices that schools/colleges/children's homes employ to keep children safe and promote their well-being. This means everything from security of the buildings, to the safe recruitment of staff

**3.18.** and everything in between. This diagram 1. sets out what Safeguarding in children's services means:

Diagram 1.



**3.19.** Child Protection is one aspect of Safeguarding, Child Protection is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

**3.20.Safeguarding Adults** means protecting an adult’s right to live in safety, free from abuse and neglect.

**3.21.** It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult’s

wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

**3.22.**The statutory guidance enshrines the **six principles** of adults safeguarding:

- Empowerment - presumption of person led decisions and informed consent
- Prevention - it is better to take action before harm occurs
- Proportionality - proportionate and least intrusive response appropriate to the risk presented
- Protection - support and representation for those in greatest need

- Partnerships - local solutions through services working with their communities
- Accountability - accountability and transparency in delivering safeguarding

### Abuse and neglect – child and adults context

- 3.23.** In the context of a child/young person abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm. Children/young people may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child/young person or children/young people.
- 3.24.** Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. The different types of abuse are explained in more detail in **Appendix 4 – Types of abuse - children**. Also the signs that someone could be a victim (**Appendix 6**) or an abuser (**Appendix 7**) have been explored. Parents, carers and other people can harm children and young people by direct acts and/or failure to provide proper care. It should also be understood and appreciated that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation and through online social media. See **section 6 – High Risk Emerging Safeguarding issues**.
- 3.25.** In the context of an adult, abuse is a violation of a person’s human and civil rights by another person or persons and may result in significant harm to, or the exploitation of, the person subjected to it. In addition to the types of abuse mentioned in 3.12, there are other forms of abuse in relation to adults such as: domestic violence, financial and material, neglect or act of omission, modern slavery, discriminatory abuse, organisational and institutional and self-neglect. These are explained in more detail in **Appendix 5 – Types of abuse – Adults**.
- 3.26.** Abuse can happen anywhere: for example, in someone’s own home, in a public place, in hospital, in a care home, school or in a college. It can happen when someone lives alone or with others. Anyone can carry out abuse or neglect. Abuse can be intentional or unintentional, it may be a single act or repeated acts.

## 4. Purpose

- 4.1.** This policy is aligned with legislation outlined in **Appendix 2 – Legislation and guidance**, and it complies with the statutory and best practice guidance as set out in the **25.13 Staff Safeguarding Information Poster**.
- 4.2.** This policy also complies with Safeguarding Partners model safeguarding policy and complies with locally agreed procedures. Relevant printed copies of the Safeguarding Partners procedures are available in every setting.
- 4.3.** All policies and procedures for child protection and safeguarding must be undertaken in accordance with the requirements of the local authority in which the establishment is situated. In the event that the Safeguarding Partners has been deemed ‘Requiring Improvement’ or ‘Inadequate’ by Ofsted or CQC (Child Safeguarding Inspection Programme) the establishment will seek further advice from Cambian and its advisers.
- 4.4.** Safeguarding Inspection Programme) the establishment will seek further advice from Cambian and its advisers.
- 4.5.** This policy, and supporting information in various accessible forms, is made available to all Individuals, staff and parents associated with Cambian The Forum School to ensure that everyone is clear on procedures for ensuring the protection of children and safeguarding children and young adults.
- 4.6.** This policy and procedure must be read in conjunction with **GHR 30. Whistleblowing Policy** and **GHR 11. Staff Code of Conduct**.
- 4.7.** In addition, staff should be aware of and have access to the NSPCC whistle-blowing helpline number **0800 028 0285** and the Cambian Whistleblowing telephone service operated by EXPOLINK on **0800 111 4298**.



## 5. Policy

### Safeguarding culture of the organisation

- 5.1. As an organisation we have a clear set of guidelines to make sure we deal with child protection and safeguarding concerns effectively.
- 5.2. Cambian safeguarding culture can be best described as:
  - **Proactive**, having an ongoing professional curiosity about the safety and quality of the organisation's services, strong governance and monitoring, raising awareness through and enhancing children's and young people's capacity around the risks and their own safety, regular reflective supervision)
  - **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 reflective account of events, involving other key professional in future planning, identifying actions and further changes to be made.
- 5.3. Child Protection and Safeguarding is everyone's responsibility. Everyone working for or visiting our locations has a responsibility to understand and implement this policy and related procedures at all times.
- 5.4. All Individuals in our services have a right to feel safe, secure and be protected from harm.
- 5.5. As a provider of specialist education and care services it is imperative that all staff are aware that all Individuals with Special Educational Needs (SEN) 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 SEN or a particular disability.
  - Have a higher risk of peer group isolation.
  - Can be disproportionately impacted by things like bullying without outwardly showing any signs.
  - Experience communication barriers and difficulties in overcoming these barriers.
- 5.6. The most common reason for children or young people being looked after is as a result of abuse/neglect. We will ensure all staff have the skills, knowledge and understanding to help keep children and young people safe.
- 5.7. All staff have a role to ensuring that all children and young people grow up in circumstances consistent with the provision of safe and effective care and that all young adults live safely free from any form of abuse.
- 5.1. All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate an Individual is at risk of harm, either in the school, college, and care home or in the community, taking into account contextual safeguarding, see **section 6 - High Risk Emerging Safeguarding issues** and **section 7. Safeguarding issues relating to individual children and young people needs**.
- 5.2. We have a duty to help Individuals learn how to keep themselves safe and deepen their understanding of safeguarding, through both the formal curriculum and informal opportunities.
- 5.3. As an organisation we acknowledge that working in partnership with other agencies protects Individuals and reduces risk and so we will engage in partnership working throughout the child protection process

to safeguard children and will equally work through safeguarding adults' procedures as directed by local procedures.

- 5.4. A comprehensive list of all supporting documentation and related policies, procedures and guidance referred to in this document can be found in separate appendices at the end of this document.

## 6. High Risk Emerging Safeguarding Issues

The following Safeguarding issues are all considered to be child/young adult protection issues and should be referred immediately to the most relevant agency.

### Contextual safeguarding

- 6.1. Contextual Safeguarding is 'an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools/colleges and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts'.
- 6.2. We will consider the various factors that have an interplay with the life of any child/young person about whom we have concerns within the setting and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.
- 6.3. Whilst this term applies to this specific definition, the notion of considering a child/young person within a specific context is also important. What life is like for e.g. day/part time/38 weeks student outside the school/college/home gates, within their family home, within the family and within the community are key considerations when the DSL is looking at any concerns.

### Bullying

- 6.4. Our approach to bullying is set out in a separate **0.21. Anti – bullying policy and procedure** acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our settings take seriously any bullying concerns and both investigate and take action to protect Individuals where appropriate.

### Peer on peer abuse

- 6.1. All staff will be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff must be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
- 6.2. Abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- 6.3. All Individuals will be provided with safeguarding information in a format which is appropriate for their understanding and communication. This may take the form of posters or a leaflet/booklet.
- 6.4. All contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers will be challenged by staff and appropriate levels of action, which may include disciplinary action being taken. This to ensure children/young people and staff are clear that these behaviours will not be tolerated or acceptable. However, it is critical to state that some children with cognitive impairment may not be able to fully understand how children on the receiving end of such behaviour may feel, therefore staff will work

with each of the children affected by the situation in order to enhance their understanding of the seriousness of their behaviour, so any behaviour of such nature in the future can be prevented.

### Peer on peer abuse and sexual violence and harassment

- 6.5. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 6.6. **Sexual violence** is rape, assault by penetration or sexual assault. **Sexual harassment** is unwanted conduct of a sexual nature. **Harmful sexual behaviour** is problematic, abusive and violent behaviour that is developmentally inappropriate and may cause developmental damage. More information can be found in DfE (2018): [Sexual violence and sexual harassment between children in schools and colleges](#)
- 6.7. Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "**harmful sexual behaviour**". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.
- 6.8. Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ children, young people, adults and those who are from other communities might be particularly vulnerable.
- 6.9. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- 6.10. Situations where children/young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join particular groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home. Examples of peer-on-peer abuse including sexualised online bullying include:
  - **Racist and Religious Bullying** - a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
  - **Sexual, Sexist Bullying** - any behaviour, whether physical or non-physical, where sexuality or gender is used as a weapon by boys or girls, this may also include any of the following:
    - spreading rumors about someone's alleged sex life
    - using offensive terms to describe a person
    - inappropriate touching or attempts to do so
    - non-consensual sharing of sexual images and videos
    - unwanted sexual comments and messages, including those on social media
    - any sexual exploitation, coercion and threats
    - sexual assault and rape

- **Upskirting** - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. The Voyeurism Offences Act, which was commonly known as the Upskirting Bill, was introduced on 21 June 2018. It came into force on 12 April 2019.
  - **Transphobic bullying** - is based on fear, hatred, disbelief, or mistrust of people who are transgender, thought to be transgender, or whose gender expression doesn't conform to traditional gender roles. Transphobia can prevent transgender and gender nonconforming people from living full lives free from harm.
  - **Homophobic Bullying** - targets someone because of their sexual orientation (or perceived sexual orientation);
  - **Disablist Bullying** - targets a young person solely based on their disability. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victim's disability.
- 6.11. Reports of sexual violence and sexual harassment between children and young people are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education and care is not disrupted. It is also important that other children, young people and staff are supported and protected as appropriate.
- 6.12. We will minimise the risk of peer on peer abuse and sexual violence and harassment by:
- 6.13. Raising awareness amongst our staff to ensure they are aware of the importance of:
- 6.14. making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- 6.15. not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- 6.16. challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- 6.17. Providing a developmentally appropriate PSHE syllabus (education provision) which develops students understanding of acceptable behaviour and keeping themselves safe
- 6.18. Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- 6.19. Delivering targeted work on assertiveness and keeping safe to those children, young people and adults identified as being at risk
- 6.20. Developing robust risk assessments & providing targeted work for children, young people and adults identified as being a potential risk to other children, young people and adults
- 6.21. All Individuals will be provided with safeguarding information in a format which is appropriate for their understanding and communication. This may take the form of posters or a leaflet/booklet.

### Online Safety and Social Media – teaching online safety in schools

- 6.22. Alongside KCSiE 2019 the DfE published [Teaching Online Safety in Schools](#). This is a useful reminder to include reporting and acting on online safety concerns related to the child protection, behaviour policy and anti - bullying policy. Children and young people should be just as clear about what is expected of them online as offline. This should complement existing and forthcoming subjects including Relationships

Education, Relationships and Sex Education, Health Education, Citizenship and Computing. It does not imply additional content or teaching requirements.

**6.23.** Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children and young people use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children and young people vulnerable and to abuse them.

**6.24.** With the current speed of on-line change, some parents/carers and staff have a limited understanding of online risks and issues. Parents/carers/staff may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

**6.25.** Services will therefore seek to provide information and awareness to children and young people and their parents/carers through:

- Acceptable use agreements for children/young people and staff
- Activities including curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Key worker session/ communication with parents/carers e.g. via newsletters and regular updates e.g. weekly calls
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- 027. E –safety policy available to all staff

## Cyberbullying

Central to 021. Anti-bullying policy is the principle that ‘bullying is always unacceptable’ and that ‘all children/young people have a right not to be bullied’. School/colleges also

recognises that it must take note of bullying perpetrated outside school/college which spills over into the school/college; therefore once aware services will respond to any cyber-bullying we become aware of carried out by children/young people when they are away from the site.

**6.26.** Cyber-bullying is defined as ‘an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.’

- By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile ‘phones
- The use of mobile ‘phone cameras to cause distress, fear or humiliation

- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
  - Using e-mail to message others
  - Hijacking/cloning e-mail accounts
  - Making threatening, abusive, defamatory or humiliating remarks in on-line forums
- 6.27.** Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.
- 6.28.** Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- 6.29.** The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- 6.30.** If services become aware of any incidents of cyberbullying, they will need to consider each case individually as to any criminal act that may have been committed. The services will pass on information to the police if it feels that it is appropriate or is required to do so.

### Gaming – raising awareness

- 6.31.** Online gaming is an activity in which the majority of children and young people and many adults get involved. The services will raise awareness by talking to children/young
- 6.32.** people/key workers/staff and also where appropriate parents/carers involved about the games their children play and help them identify whether they are appropriate.

### Sexting

- 6.33.** Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that enables the sharing of media and messages. Sexting may also be called: trading nudes, dirties, pic for pic.
- 6.34.** Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:
- take an explicit photo or video of themselves or a friend
  - share an explicit image or video of a child, even if it's shared between children of the same age
  - possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.
- 6.35.** However, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest. There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else:
- joining in because they think that 'everyone is doing it'
  - boosting their self-esteem
  - flirting with others and testing their sexual identity

- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

**6.36.** The risks of sexting are that the young person has no control over the images and how these are shared, and the subsequent risks of blackmail, bullying and harm. In response to this Cambian Group will provide education and guidance to prevent individuals from becoming victims of such situations by encouraging them to think about the risk of sexting and understand how to seek help when approached to take part in sexting. More information can be found on: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

### Online reputation

**6.37.** Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children/young people and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

### Grooming

**6.38.** On-line grooming is the process by which one person with an inappropriate sexual interest in children/young people will approach a child/young person on-line, with the intention of developing a relationship with that child/young person, to be able to meet them in person and intentionally cause harm.

**6.39.** The services will build awareness amongst children/young people, parents/carers and staff about ensuring that the child/young person:

- Only has friends on-line that they know in real life
- Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.

**6.40.** Where appropriate that the services will support parents/carers to:

- Recognise the signs of grooming
- Have regular conversations with their children/young people about on-line activity and how to stay safe on-line

**6.41.** Where appropriate the services will raise awareness by:

- Regular communication with the families
- Schools/colleges will include awareness around grooming as part of their curriculum
- Identifying with the families and children/young people how they can be safeguarded against grooming.

### Violence against women and girls (VAWG)

**6.42.** Violence against women and girls (VAWG) is a hate crime and a violation of the Human Rights of women and girls. The government has a strategy looking at specific issues that women and girls face.



6.43. It is also one of the most oppressive forms of gender inequality and stands as a fundamental barrier to equal participation of women and men in social, economic, and political spheres. Such violence impedes gender equality and the achievement of a range of development outcomes. VAWG is a complex and multifaceted problem that cannot effectively be addressed from a single vantage point. The prevention of and response to such violence require coordinated action across multiple sectors.

### Female genital mutilation (FGM)

- 6.44. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons, hence
- 6.45. interferes with the natural function of girls' and women's bodies. It has no health benefits and harms girls and women in many ways.
- 6.46. The age at which girls undergo FGM varies enormously according to the community in which they live. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 to 8 years and therefore girls within that age bracket are at a higher risk.
- 6.47. In 2003 FGM became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison. It is mandatory for teachers to report known cases of FGM to the police.

### Forced marriage

- 6.48. In the case of children and young people: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries approx. 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the UK are under 18 years old.
- 6.49. It is important that all members of staff recognise the presenting symptoms, know how to respond if there are concerns and where to turn for advice.
- 6.50. Advice and help can be obtained nationally through the **Forced Marriage Unit on +44 (0) 20 7008 0151** and locally through the local police safeguarding team or children's social care.
- 6.51. While all members of staff (education, care, clinical) have important responsibilities with regard to children, young people or adults who may be at risk of forced marriage, managers and leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

### Breast ironing

6.52. Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically carried out by the girl's mother who will say she is trying to protect

the girl from sexual harassment and rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue education rather than be forced into early

marriage. It is mostly practiced in parts of Cameroon, where boys and men may think that girls whose breasts have begun to grow are ready for sex. Some reports suggest that it has

spread to the Cameroonian diaspora, for example to Britain. The most widely used implement for breast ironing is a wooden pestle normally used for pounding tubers.



6.53. Any suspected cases of breast ironing MUST be reported immediately under this Child Protection and Safeguarding policy and the Individual offered medical help.

### Teenage relationship abuse

6.54. Research has shown that teenagers don't readily understand what constitutes abusive behaviour such as controlling behaviours, which can escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse is prevalent within teen relationships.

6.55. Further research shows that teenagers don't understand what consent means within their relationships. They often hold the common misconception that rape can only be committed by a stranger down a dark alley and don't understand that it could happen within their own relationships. This can lead to these abusive behaviours feeling 'normal' and therefore unchallenged as they are not recognised as being 'abusive'.

6.56. Vulnerable Individuals may struggle to understand such concepts and the potential consequences of their own, their peers or others behaviour towards them. Therefore significant effort will be made to raise awareness of it and respond effectively to such situations.

6.57. In response to this Cambian Group will provide education and guidance to prevent teenagers from becoming victims and perpetrators of abusive relationships - encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within relationships.

### Honour-based violence

6.58. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs

6.59. of their culture. However, abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware

6.60. of this dynamic and additional risk factors when deciding what form of safeguarding action to take. For example, honour-based violence might be committed against individuals who:

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

6.61. Girls and women are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour'

6.62. might include: domestic abuse, threats of violence, assault, sexual or psychological abuse, forced marriage, being held against their will or taken somewhere they don't want to go.

6.63. If staff believe that the Individual is at risk from honour-based violence the DSL will follow the usual safeguarding referral process. However, if it is clear that a crime has been committed or the Individual is at immediate risk the police will be contacted in the first place. It is important that if honour-based violence

6.64. is known or suspected, communities and family members must NOT be contacted prior to referral to the police or social care as this could increase the risk to the individual.

### Preventing extremism and radicalisation

6.65. All staff are fully aware of their duty in assessing the risk of Individuals being drawn into terrorism including support for terrorism ideology and extremist ideas. In accordance with our **026. Preventing Extremism and**

**6.66. Radicalisation policy** and **0.27 E-safety policy** we all need to be vigilant in ensuring the safety from extremist and terrorist material when accessing the internet. We take into account Dorset Safeguarding Partners positive choices about their lives and endorses the Channel early intervention scheme for those who could be at risk of radicalisation. We use Channel for co-ordinated advice and guidance as appropriate depending upon individual needs.

**6.67.** The Prevent strategy requires that our staff are trained so that they have the necessary knowledge and confidence to identify young people at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people and young people for further help. Channel Preventing Radicalisation online general awareness training is available on [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

### Child Sexual Exploitation (CSE)

**6.68.** This section of the policy must be read in conjunction with our **0.29 Child Sexual Exploitation** policy

**6.69.** 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 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 (Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017).

- Exploitation can be isolated (one-on-one) or organised group/criminal activity
- There can be a big age gap between victim and perpetrator, but it can also be peer-on-peer.
- Boys can be targeted just as easily as girls – this is not gender specific
- Perpetrators can be women and not just men
- Exploitation can be between males and females or between the same genders
- Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers,
- children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go
- missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues,
- children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted.

### Serious Violent Crime

**6.70.** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school with a significant decline in performance
- a change in friendships or relationships with older individuals or group
- signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries.

- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs

6.71. All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

### Criminal exploitation (including county lines and cuckooing)

6.72. **Child Criminal Exploitation** is defined as: 'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology'.

6.73. As an organisation we do recognise that the same level of exploitation may take place involving vulnerable young people/adults at risk above the age of 18. An adult at risk is any person who is aged 18 years or over and at risk of abuse or neglect because of their needs for care and/or support (The Care Act 2014). As we do provide services for vulnerable young people/adults at risk, therefore it is expected that the above statement will equally apply to those who are 18+ across England and Wales.

6.74. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push and pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.

6.75. **County Lines** is a current trend in criminal exploitation of children and young people which refer to a phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver class 'A' drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas.

6.76. These children and young people are at serious risk of criminalisation, sexual exploitation and exposure to violence. This is facilitated by a group who may not necessarily be affiliated to a gang, but who have developed networks across geographical boundaries to access and exploit existing drugs markets in these areas.

6.77. The group, or individuals exploited by them, travel regularly between the urban hub and the rural marketplace, to replenish stock and deliver cash. This movement is not unique to county lines drug supply but is generally more frequent and in smaller deal amounts compared to most other drug supply methods.

6.78. **Cuckooing** - the exploitation of young people that might be vulnerable is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace - commonly referred to as cuckooing.

6.79. Cuckooing is a form of crime in which drug dealers take over the home of a vulnerable person in order to use it as a base for drug dealing. As of the 2010s, cuckooing is becoming an increasingly common problem in the South of England. The crime is named for the cuckoo's practice of taking over other birds' nests for its young.

6.80. The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

6.81. Additional to the list under Serious Violent Crime section, other indicators that a child may be criminally exploited include:

- Increase in missing episodes (Education and/or Care) – particular key as children/young people can be missing for days and drug run in other counties

- Having unexplained amounts of money, new high cost items and **multiple mobile phones**
- Increased social media and phone/text use, almost always secretly
- Older males in particular seen to be hanging around and driving
- Having injuries that are unexplained and unwilling to be looked at
- Increase in aggression, violence and fighting
- Carrying weapons – knives, baseball bats, hammers, acid
- Travel receipts that are unexplained
- Significant missing cases from education and disengaging from previous positive peer groups
- Parents/carers concerns and significant changes in behaviour that affect emotional wellbeing

**6.82.** We will treat any child/young person who may be criminally exploited as a victim in the first instance and refer to Safeguarding partners in the first instance. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

### Missing young people and the link between missing and county lines

**6.83.** Every precaution is taken through the use of risk assessments and thorough planning and supervision to ensure that children, young people and young adults are safe both at school, college, home, and on outings. If a child, young person or young adult goes missing from our Location it is considered a potential indicator of abuse or neglect.

**6.84.** Our staff members must follow our **0.23. Missing from Care and Education policy** in the event of someone going missing. All homes/schools/colleges must inform the LA of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more or as such intervals agreed with the Local Authority. It is essential that all staff are alert to signs such as travelling to conflict zones, FGM and forced marriage.

**6.85.** Coercion and manipulation often increase a young person's vulnerability to exploitation, pushing them towards going missing and becoming involved in criminal activities. Some individuals may be pulled towards exploitation through the promise of money, gifts, affection and status. However, they may be then be forced to work for these people as they are coerced into believing that they are indebted to them.

### Human trafficking and modern slavery

**6.86.** Human trafficking is defined by the UNHCR in respect of children/young people/young adults as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

**6.87.** Traffickers and slave drivers trick, force and/or persuade individuals to leave their homes. Grooming methods are used to gain the trust of a person first, e.g. the promise of a better life, which results in a life of abuse, servitude and inhumane treatment.

**6.88.** Any individual transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children/young people/young adults (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

**6.89.** There are a number of indicators which suggest that a child/young person/young adult may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported.

**6.90.** For those children/young people/young adults who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in
- Sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults

- Going missing and being found in areas where the child/young person/young adult has no known links; and/or
  - Possible inappropriate use of the internet and forming on-line relationships, particularly with adults/other adults.
- 6.91.** These behaviours themselves do not indicate that an Individual is being trafficked, but should be considered as indicators that this may be the case.
- 6.92.** When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.
- 6.93.** Young people are being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.
- 6.94.** If staff believe that a child/young person/young adult is being trafficked or is a slave, this must be reported to the DSL/RM/Head of Service for referral to be considered to Safeguarding Partners.

### Initiation/Hazing

- 6.95.** Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies in gangs/criminal groups.
- 6.96.** The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.
- 6.97.** Cambian Group will provide education to prevent individuals from becoming victims of such behaviour and raise awareness of such within all services.

## 7. Safeguarding issues relating to Individual children and young people needs

### Homelessness

- 7.1.** As an organisation we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's/young person welfare. The impact of losing a place of safety and security can affect an Individual's behaviour and attachments. DSL will work with Local Authorities to raise/progress concerns at the earliest opportunity.
- 7.2.** In line with the Homelessness Reduction Act 2017 they will also promote links into the Local Housing Authority for the parent/guardians in order to raise/progress concerns.
- 7.3.** In most cases school and college colleagues will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, or other reasons. This will require a different level of intervention and support. Children's services (Adult's services where the person is 18 +) will be the lead agency for these young people and the DSL should ensure appropriate referrals are made based on the Individual's circumstances.
- 7.4.** It is recognised that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into safeguarding partners where an Individual has been harmed or is at risk of harm.

### Private Fostering

- 7.5. Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.
- 7.6. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.
- 7.7. The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.
- 7.8. If the school/college/children's home/care homes (16-18) becomes aware that a child/young person is being privately fostered they will inform the Children's Services Department and inform both the parents and carers that they have done so.

### Child and the Court System

- 7.9. As an organisation we recognise that children/young people are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore services across the organisation will aim to support children through this process.
- 7.10. Along with information, advice and guidance, services will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children/young people what it means to be a witness, how to give evidence and the help they can access.
- 7.11. We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be very stressful for children. Services will support children/young people going through this process.
- 7.12. Alongside information, advice and guidance services will use online materials published by The Ministry of Justice (2018) which offers children/young people information & advice on the dispute resolution service. These materials will also be offered to parents and carers if appropriate.

### Fabricated or induced illnesses (FI)

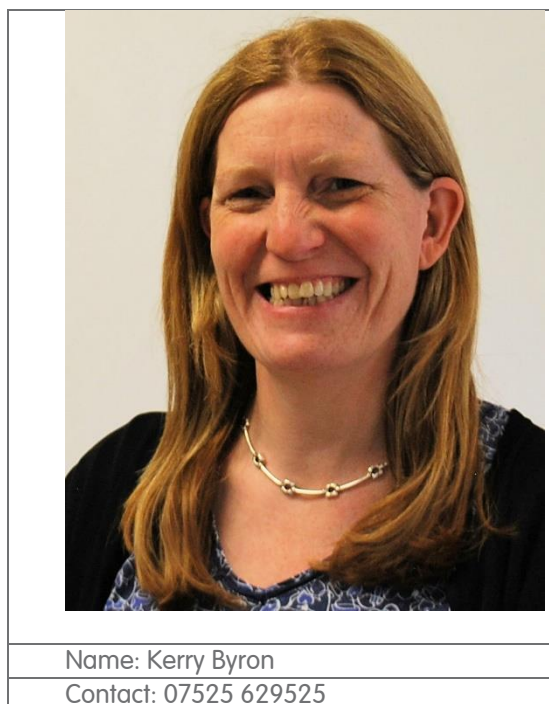
- 7.13. Fabricated or induced illness (FI) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.
- 7.14. FI is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).
- 7.15. FI covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.
- 7.16. Behaviours in FI include a parent/carer who:
- persuades healthcare professionals that their child is ill when they're perfectly healthy,
  - exaggerates or lies about their child's symptoms,
  - manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes,
  - deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances.

## 8. Child Protection and Safeguarding Procedures

### Roles and responsibilities



- 8.1. All employees, volunteers, consultants, agency staff, sub-contractors, partner organisations and visitors are obliged to follow this policy and maintain an environment that prevents exploitation and abuse and which encourages reporting of breaches of this policy using the appropriate procedures.
- 8.2. **Managers at all levels** are responsible for ensuring volunteers, consultants, agency staff, sub-contractors, partner organisations and visitors are aware of the policy and are supported to implement and work in accordance with it, as well as creating a management culture that encourages a focus on safeguarding. They must ensure that they are responsive, acting immediately if they become aware of any safeguarding concerns, and supportive towards employees or volunteers who complain about breaches in this policy.
- 8.3. The **Designated safeguarding Lead (DSL)** is responsible for handling reports and/or concerns, about the protection of children, young people and adults, appropriately and in accordance with the procedures that underpin this policy.



- 8.4. Our Designated Safeguarding Lead (DSL) is Kerry Byron who is a senior member of our leadership team. The role of the Designated Safeguarding Lead is to:
  - Take lead responsibility for managing safeguarding issues and cases.
  - Refer all cases of suspected abuse or allegations of abuse to the Local Safeguarding Partners (child or adult)
  - Act as a source of advice, support and expertise within the location when deciding to make a referral by liaising with relevant agencies.
  - Identify staff safeguarding training needs and organise training.
  - Participate in local safeguarding boards when required.
  - Evaluate and contribute to high standards of safeguarding practice at the location.
  - Work to ensure that the wellbeing of children and young people placed in our home, school and college is in constant focus and that they are guarded from harm or abuse.
- 8.5. **Designated Deputy** - there are arrangements for covering the role of the Designated Safeguarding Lead when Kerry Byron is unavailable. Our larger provisions such as schools and college will have an internal



Safeguarding Team lead by a DSL with a number of deputies. Our Designated Deputies are Greg Regan, Hannah Everard, Kevin Coleman, Ian Boxall, Mark Rogers and Lucie Wharton

		
Name: Greg Regan Contact: 07773 848643	Name: Hannah Everard Contact: 07525 629524	Name: Kevin Coleman Contact: 07803 249339
		
Name: Ian Boxall Contact: 07799784684	Name: Lucie Wharton Contact: 07702810322	Name: Mark Rogers Contact: 07787 428177

For all Key Contacts for [school/college/home name]– see appendix 7, this includes: DSL, Head of Service, L and other.

- 8.6. All staff are required to be aware of and alert to the signs of abuse and neglect. All cases of suspected abuse and neglect should be given the highest priority.
- 8.7. All staff will be given a personal copy of the booklet titled '[Child Protection & Safeguarding Guide for Staff](#)'.
- 8.8. The contents and detail of this document are covered in induction and training programmes and all staff are required to follow the procedures at all times. DSL training and renewal training will be updated every two years.
- 8.9. All staff must update their basic awareness training at least annually by completing the 'Safeguarding Adults and Children – E-Learning' module on Achieve.
- 8.10. Staff will not be allowed to work with Individuals unless they have completed basic awareness training in child protection and safeguarding. The Forum School must check that supply/agency staff have completed basic awareness training before being allowed into contact with Individuals.
- 8.11. Contractors and others on site who might have unsupervised access to Individuals must also complete basic awareness training before being allowed to start work.
- 8.12. There is [Appendix 3. Child Protection and safeguarding flowchart procedure](#), which sets out clear steps to be followed when dealing with:

- Allegations of abuse
- Allegations made by Individual against staff
- Suspected physical injury or neglect
- Incidents: Consistent explanation or minor accidents

**8.13.** Staff must use the correct forms (as set out in this policy) when recording and managing concerns and allegations regarding the abuse of individuals.

### Unexplained body marks

**8.14.** Whilst Individuals are in our care there may be occasions where minor injuries occur such as bruises, swellings, cuts and scratches which by and large will be as a result of daily activities or for some Individuals as a result of self-injurious behaviour. However, all marks or physical changes must be recorded appropriately using (number to be added) weekly body chart. A **25.04 Concern form** MUST be completed for all unexplained marks and physical changes and passed to the DSL along with copies of the last 3 days of Daily Diary notes and Activity Records. Parents/carers and social workers should always be kept informed. Concern log should be updated with concern and relevant reference number provided to concern.

**8.15.** The flowchart provided in - **25.14 Guidance for Investigating Unexplained Body marks** indicates the correct course of action for dealing with unexplained body marks.

**8.16.** The DSL will assign a manager to investigate the concern to ascertain the reason for the marks and if no reasonable explanation can be given the DSL must contact the Safeguarding Partners for further advice and mutual conclusion as to whether the matter should be treated as a Safeguarding Concern. The **Concern Log** must be completed and Safeguarding Reference allocated.

**8.17.** If the concern is considered to be a safeguarding concern, then safeguarding tracking pack must be opened and safeguarding process followed.

**8.18.** If the concern is considered not to be a safeguarding concern, then the concern investigation outcome must be shared with social worker and parents.

### A disclosure from an Individual

**8.19.** Staff must follow the process outlined in **Appendix 3. Child Protection and safeguarding flowchart procedure.**

**8.20.** Reports of sexual violence and sexual harassment between children and young people are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education and care is not disrupted. It is also important that other children, young people and staff are supported and protected as appropriate.

**8.21.** **Listen** to what they have to say and take them seriously. Reassure them but do not promise to keep it a secret. The child/young person will be informed that if they want to preserve confidentiality that there are other agencies they can turn to e.g. **Child Line 0800 1111.**

**8.22.** **Record** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the young person and any actions taken (which may be used in any subsequent court proceedings) within 24 hours of the disclosure. Ensure all details are recorded using a **25.04 Concern Form.**

**8.23.** In cases where either a child/young person informs the staff that an act of FGM – however described – has been carried out on her, or where the staff observes physical signs on a girl appearing to show that an act of FGM has been carried out these situations, the DSL must be informed, who will trigger child protection/safeguarding procedures described in this policy and contact the Police. If a child/young

person is at immediate risk – the Police (999) must be contacted immediately. If a child/young person required medical attention follow steps identified in 'Setting priorities' section 8.31 below.

**8.24. Remember, do not:**

- Investigate the incident
- Ask leading questions
- Get the young person to repeat the disclosure over and over
- Make assumptions or offer alternative explanations
- Approach/inform the alleged abuser

**8.25.** Notify the DSL and pass the Concern Form to them within one hour or as soon as is possible. If the DSL is unavailable, pass it on to Deputy DSL. They will determine whether the matter is a child protection/safeguarding matter or a more general concern DSL will follow process described in **Appendix 8. DSL/Registered Manager (RM) – actions, reporting and recording procedure**

**8.26.** All staff know that they can contact the Local Authority direct should that be necessary. Where a safeguarding issue is raised for a young adult, the matter should be dealt with by the Local Safeguarding Adult Board. Where someone is over 18 but still receiving children's services, the matter should be dealt with by the local Safeguarding Adult Board.

**8.27.** Any allegation against a staff member must also be reported to the Head of Service. However, if the allegation is about the Head of service (who is not the Regional Manager/Leader) or DSL, then the relevant Regional Manager/Lead and Operations Director must also be informed, specific arrangements have been explored further in section 7.28-7.31.

**8.28.** Where contact is made with the Local Authority in which Cambian The Forum School is geographically located, contact will also be made with the individual's own Local Authority and also their social worker. This will be completed by one of the members of school/college/home safeguarding team, Regional Lead/Manager or Operations Director – should an allegation against the Head of service or DSL have been made.

**8.29.** In the case of serious harm, and/or the Individual is in immediate danger the local Police should be informed immediately as well and they can take immediate protective action as necessary.

**8.30.** If a member of staff feels their concerns are not being taken seriously then they are to inform a more senior manager, a Director of the Company or contact Ofsted, the local safeguarding partners, the police or the **Whistleblowing Hotline – on 0800 1114298**.

### Setting priorities

**8.31.** The priority, at all stages throughout the child protection or safeguarding process, is the interests and safety of the individual.

**8.32.** Where appropriate, any concerns will be discussed with the Individual's family / carers and where possible their agreement will be sought to making a referral to the Local Authority. However, where there is a conflict of interests between the Individual and parent/guardian, the interests of the Individual must take priority and The Forum School reserves the right to contact the Individual's local authority, Social Care or the Police, without notifying parents/carers if this is in their best interests.

**8.33.** If an urgent medical attention or advice is required and GP/speciality doctor is not available, staff **MUST** use the NHS **111** service. NHS **111** is available 24 hours a day, 7 days a week.

**8.34.** If the situation is life - threatening, staff must call 999 immediately and ask for an ambulance. Alternatively, if it's assessed to be in the best interest of the child/young person - the DSL **MUST** take the Individual to the Accident and Emergency Unit at the nearest hospital, having first notified the Local Authority/Police,

remembering that every reasonable effort should be made to inform the parents/carers as soon as possible.

- 8.35.** If the suspected abuse is sexual, then the medical professional must determine if the medical examination should be delayed until the Local Authority and the Police can liaise with the hospital. There is a possibility that the needs of the young person are such that medical attention is the priority, in such case medical professional's judgment must be followed. There must at all times be a responsible adult with the individual whether from the Individual's care home/school/college, the Local Authority or the Police, if the parents/carers are not included. This section must be read in conjunction with our **0.29. Child Sexual Exploitation policy**.
- 8.36.** Cambian will provide an advocate to each Individual where appropriate, if they are unable to speak for themselves without support or an Independent Mental Capacity Advocate (IMCA) if subject to MCA. Further information on MCA are available in our **0.13. Mental Capacity and Consent policy**.

### Carrying child protection examinations – professionals including medical professionals

- 8.37.** A child protection examination is carried out to look for signs that a child or young person has been abused or neglected. Doctors MUST follow **0-18 yes – guidance** for all doctors provided by General Medical Council. This guidance is for all doctors, but it may also be useful for children, young people, those with an interest in their care including staff, and anyone else who wants to know what guidance doctors are given:

[https://www.gmc-uk.org/-/media/documents/0\\_18\\_years\\_english\\_0418pdf\\_48903188.pdf](https://www.gmc-uk.org/-/media/documents/0_18_years_english_0418pdf_48903188.pdf) (English version)

[https://www.gmc-uk.org/-/media/documents/0-18-years---welsh-1015\\_pdf-49302543.pdf](https://www.gmc-uk.org/-/media/documents/0-18-years---welsh-1015_pdf-49302543.pdf) (Welsh version)

- 8.38.** All professionals should seek consent where an individual may not expect their information to be passed on. When they gain consent to share information, it must be explicit e.g. written statement, and freely given e.g. providing individual with sufficient and appropriate information in order for them to make an informed choice about what is being proposed.
- 8.39.** There may be some circumstances where it is not appropriate to seek consent, because the individual cannot give consent e.g. they are afraid of the person who is abusing them, or because they are under pressure to refuse, or due to lack of mental capacity (decision – specific). Doctors must inform their local authority children's services, or the police, promptly if they are concerned that a child or young person is at risk of, or is suffering, abuse or neglect unless it is not in their best interests to do so.
- 8.40.** If a child or young person refuses, or their parents refuse, to give their consent to a child protection examination that staff believe is necessary, and staff believe that the child or young person is at immediate risk of harm, DSL should contact the police and local authority children's services, which may take emergency action to protect them.

### Allegation of abuse by one or more Individuals on another Individual

- 8.41.** All Individuals involved, whether perpetrator or victim, are treated as being 'at risk'. The procedures for dealing with such abuse will be followed, where there is 'reasonable cause to suspect that an Individual is suffering or likely to suffer significant harm'. DSL will refer peer on peer abuse to a safeguarding partner where there is a risk of significant harm. The DSL will report to the local Authority as above. Please see Peer on Peer abuse section under **section 6. High Risk Emerging Safeguarding issues** section.
- 8.42.** Reports of sexual violence and sexual harassment between children and young people are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort

is made to ensure their education and care is not disrupted. It is also important that other children, young people and staff are supported and protected as appropriate.

### **Allegation of abuse of an Individual who is not registered at our provision – staff involved**

8.43. If we were given information that suggested that someone who does not reside at or attends our location has been abused by one of our members of staff, the DSL would immediately report this to the Safeguarding Partners and Patrick Crawford - LADO. The Head of Service must be kept informed. Should the staff member be involved we would then formally advise the member of staff of the allegation, making it clear that we would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties (to manage any perceived risks) etc. in exactly the same way as if the allegation had involved an Individual at our home/school/college. If the allegation is subsequently proved to be unfounded, he or she would be given full support in resuming their career.

### **Allegation of abuse of an Individual who is not registered at our provision- third party involved**

8.44. If we were given information that suggested that someone who does not reside at or attends our location has been abused by a third party (known or unknown to the provision), the DSL would immediately report this to the Local Authority and Police. The Head of Service must be kept informed. DSL (Kerry Byron) will follow advice provided by the leading agency and report back to the Head of Service who will explore any associated risk/s in relation to the provision.

### **Allegations against Staff**

8.45. When an allegation is made against a member of staff, set procedures must be followed, see the flow chart in **Appendix 3. Child Protection and safeguarding procedure (Flow chart)**.

8.46. Staff MUST act on every allegation, all repeated allegations must be treated as new and carefully assessed and investigated. 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.

8.47. Staff should refer to the **25.10. Guidance for staff who have the allegation made against them** provided for what to do in the event an allegation is made against them.

8.48. Staff on school sites, and parents are reminded that the law prohibits publication of material that may lead to the identification of a teacher who is the subject of an allegation. Publication includes verbal conversations or writing, including content placed on social media sites.

### **Allegations against the Head of Service**

8.49. Those should be reported immediately to DSL who will refer the matter to Safeguarding Partners and notify the Regional Education Lead, Josh Fitzgerald and the Managing Director of Education Chris Strong who in consultation with the DSL and in line with agreed course of action with the Safeguarding Partners will make a decision about who will lead the case including management investigation – should the allegation threshold be met.

8.50. In children's homes/care homes the Responsible/Nominated Individual MUST also be notified.

### **Allegations against the DSL**

8.51. Those should be reported immediately to the Head of Service who will refer the matter to the Safeguarding Partners and notify the Regional Education Lead Josh Fitzgerald and the Managing Director of Education Chris Strong.

8.52. In children's homes/care homes the Responsible/Nominated Individual MUST also be notified.

### **Allegations against the Head of Service who is also the DSL**



8.53. Those should be reported immediately to Operations Director Josh Fitzgerald who will refer the matter to the Safeguarding Partners and notify the Chief Operating Officer.

8.54. In children's homes/care homes the Responsible/Nominated Individual MUST also be notified.

### Allegations against the Proprietor

8.55. Those should be reported immediately to Head of service who will refer the matter to the Safeguarding Partners and notify our Managing Director of Education Chris Strong

### Serious incident reporting

8.56. In addition to all regulatory reporting requirements, all serious incidents will be escalated and reported as outlined in the **35.03 Serious Incidents escalation procedures**.

### Death of someone in our care including rapid response to unexpected death

8.57. In case of **unexpected death** of a child/young person/adult in Cambian services all staff to follow the rapid response process described below:

- **Call the Ambulance and Police**
- Unless the 999 operator tells you to, do not touch the person, do not move anything around them which may form part of forensic evidence. Police will make a decision about the forensic examinations and appropriate security of the scene.
- DSL will contact Local Safeguarding Partners and follow the Serious Untoward Incidents (SUI) reporting procedure.
- DSL will contact Children's/Adults Social Care Team
- Where there is a suicide/suspected suicide then Child & Adolescent Mental Health Services (CAMHS) should also be notified by MASH/Children's Social Care.

8.58. Once the above rapid steps have been taken, further steps described below must be followed.

8.59. In the event of the death of an Individual in one of our homes/schools/colleges we must notify the following within 24 hours:

- Chief Operating Officer, Operations Director, Responsible/Nominated Individual, Regional Manager following the **35.03 Serious Incidents reporting procedure**.
- Next of kin/parents/carer of the deceased.
- Where the death of an individual occurs in an education location the assistance of the local police and social services department should be sought in informing the parents/guardians.
- The appropriate regulatory body: Ofsted
- Ministry of justice if applicable.
- The placing authority/authorities.
- The local authority responsible for Social Services and Education (where the death takes place in a registered school) within whose area the education location is situated.
- The District Health Authority within whose area the education location is situated.
- The Department for Education, (where the death takes place in a registered school).
- The Health and Safety Executive.

### Abuse of position of trust

**8.60.** All staff are aware that inappropriate behaviour towards those in our care is unacceptable. 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 the staff and a young person under 18 may be a criminal offence, even if that young person is over the age of consent.

### Visitors

**8.61.** All authorised visitors will be required to sign in and out, and wear a visitor or identity badge at all times. All unauthorised visitors will be challenged by staff and reported to the home manager/head/principal before entry is authorised.

### Volunteers

**8.62.** Volunteers undergo checks commensurate with their work in the home/school/college and contact with children, young people and adults i.e. if they are in regulated activity or not.

### Contractors

**8.63.** We will check the identity of all contractors working on site and requests the full range of DBS and other required checks where they work in regulated activity or unsupervised in accordance with the latest government guidance.

### Extended school and off-site arrangements

**8.64.** Where extended off-site activities are provided by and managed by us, our safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate policies and procedures in place, including safer recruitment procedures and clarify

**8.65.** whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

**8.66.** When our Individuals are doing off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective safeguarding arrangements are in place. The DSL will be kept appropriately informed.

### Use of mobile phones

**8.67.** Staff must behave in accordance with the **GHR 11. Staff Code of Conduct** and Internet and social media access including **Pro 01. Mobile Telephony Policy and local Mobile Phone Policy at** all times.

**8.68.** All computer equipment and internet access within the home/school/college is subject to 'parental controls' and internet safety rules in line with our **0. 27. E-safety policy** including internet and social media access and **0.21. Anti-bullying policy**. Staff should not use any computer for personal reasons during working hours. Staff need to help our Individuals to prepare for the hazards whilst promoting the many learning and social opportunities available through the internet and social media.

**8.69.** If staff contribute to internet blogs or access social media networking sites e.g. Facebook, they **MUST** neither mention The Forum School or make reference to their employment at the School. Staff are advised not to communicate with parents, guardians, carers or Individuals via social networking sites

### Photography and images

**8.70.** This section should be read in conjunction to our **GIG 02. Data Protection policy**.

**8.71.** The vast majority of people who take or view photographs or videos of Individuals do so for entirely innocent and acceptable reasons. Sadly, some people abuse children or vulnerable young people through taking or using images, so we have some safeguards in place.

**8.72.** To protect our children, young people or young adults we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent of consent from the Individual
- not use their full name with an image, only their initials
- ensure that personal data is not shared
- store images appropriately, securely and for no longer than necessary
- only use school equipment, i.e. not personal devices
- encourage our children, young people and adults to tell us if they are worried about any photographs that are taken of them

### Physical intervention and use of reasonable force

- 8.73. All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to each Individual and in line with **0.45 Behaviour support policy** and **0.46 Physical Intervention policy** and training. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored.

### Staff Taking Medication or other substances

- 8.74. Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for the Individuals. If they are taking medication they should seek medical advice and inform the Home Manager/Head/Principal who will review the medical advice and take a decision as to whether they are fit for work.
- 8.75. We only allow staff to work if medical advice confirms that their ability to look after Individuals is unlikely to be impaired. Should a member of staff need to bring their medication to the home/school/college, it must be securely stored and out of reach of all children, young people and young adults. This section should be read in conjunction with our **GHR 12 Drug and Alcohol Policy**.

### Information for individuals and relatives/carers

- 8.76. Individuals and carers will be informed that their concerns or complaints will be taken seriously, be dealt with independently and that they will be kept involved in the process to the degree that they wish to be. They will be reassured that they will receive help and support in taking action.
- 8.77. They will also be advised that they can nominate an advocate or representative to speak and act on their behalf if they wish. For individuals assessed as lacking capacity to make decisions about how they could be protected, an Independent Mental Capacity Advocate (IMCA) must be considered and may be appointed. They will be advised of rights to legal aid in where appropriate to victim support and compensation.

### Recruitment and vetting

- 8.78. Our **GHR 03. Recruitment Policy** reflects Safer Recruitment guidelines and legislation in **Appendix 2. Legislation and guidance** as well as carrying out further checks and precautions such as Good Conduct Certificates.
- 8.79. Each Education location maintains a **Single Central Record (SCR)**. This covers all staff including supply teaching and teacher trainees, agency care staff as well as all members of the proprietor body. This is regularly audited.
- 8.80. For agency workers we obtain written confirmation that all checks have been completed, in line with safer recruitment, from the employment business that is supplying the member of agency staff. All Locations must ensure that a contract exists between the Location and the agency to confirm that, in the event of



there being a disclosure on a DBS certificate, the Location will have sight of the certificate before that person can begin work at the home/school/college.

- 8.81.** All Locations must check the identity of any person deemed 'supply' or 'agency' staff separately to the agency.
- 8.82.** Where other Cambian staff (e.g. care staff) work on the same site as a school they must be subject to the same recruitment regulations and procedures as the education staff.

### Requirements to inform Disclosure and Barring Services (DBS)

- 8.83.** We will report promptly to the DBS (but no longer than one month after leaving the Location), any person (whether employed, contracted, a volunteer or student) whose services are no longer required because he/she is considered unsuitable to work with children and young people. This includes making a referral where an employee has been dismissed (or would have been dismissed) had he/she not resigned beforehand.

### Record-keeping

- 8.84.** Record keeping is an important element of safeguarding. Whenever a complaint or allegation of abuse is made, staff must keep clear and accurate records using a Concern Form.
- 8.85.** Records should be factual, accurate, concise, ethical and relevant.
- 8.86.** All recording of written information should be legible and discussions with other professionals and agencies should be recorded chronologically.
- 8.87.** There will be a safeguarding section/folder for each Individual which will hold any concerns/safeguarding documentation for that individual. At the front of each folder there is an Index for Individual's Concerns. This is to enable the location to keep accurate records of any concerns raised regarding the individual and aid the monitoring/ reviewing of safeguarding incidents. The folders should be kept in a secure location.
- 8.88.** Each location will also maintain **25.08. Central Log of Concerns and Safeguarding** of all concerns raised at the location including the safeguarding information where the concern has escalated. Where this is held as a paper version this is to be made into a bound booklet and completed by the DSL. If kept electronically, access is to be restricted to the DSL and deputies only. In either case this should be kept in a secure location.

### Monitoring

- 8.89.** A quality assurance cycle operates to ensure that safeguarding incidents and notifications are recorded, managed and responded to at the Location, at a regional level and at a whole divisional level, see **section 9. Accountability**. The cycle is informed by a weekly (Monday) submission of Key Performance Indicators (KPIs) using **CambianKPI** and the identification and management of safeguarding risks. A report on the position of every site in relation to their KPIs is produced every Wednesday.

### Training

- 8.90.** All staff will receive information regarding Child Protection and Safeguarding on induction. The induction introduces the new staff member to the policy, procedure and practice at the location. They will also be orientated to where to find information regarding safeguarding including relevant posters around the location. As part of their induction all staff are required to read this policy and confirm that they understand their role in safeguarding and protecting young people within our school/college/home.
- 8.91.** All staff **MUST** complete mandatory safeguarding face to face or online training via the company's 'Achieve' training platform. The module also has off-line activities which demonstrate transference of knowledge and are signed off by the line manager. This module is completed annually to maintain staff awareness of their responsibilities in relation to children /young people/young adult's Safeguarding at all times. The DSL will ensure all staff receive annual face to face safeguarding workshops. This can be

undertaken in such forums as staff meetings etc. and MUST be recorded on Achieve. In addition to this safeguarding workshops are provided both by internal trainers and by external companies as required.

- 8.92.** DSLs and Deputies DSLs attend safeguarding training every two years with their own local authority. Where a local authority does not provide this training the staff member will attend training in line with the local authority guidance. This training must be updated annually
- 8.93.** We provide role-appropriate and refresher training to all staff including those specific to the role of DSL and Deputy DSL, in accordance with Dorset Local Authority procedures and KCSIE (2019). We consult with Safeguarding Partners to determine the schedule, level and focus for training. Safeguarding training provided by the Achieve module will include domestic abuse, forced marriage, modern day slavery, radicalisation and cyber bullying. The DSL is responsible for promoting awareness of all types of abuse in relation to children and young adults.

### Opportunities to teach safeguarding, including Relationships Education and Relationships and Sex Education and Health Education

- 8.1.** Schools should consider opportunities for teaching safeguarding as part of a broad and balanced curriculum. This can be covered through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationships Education). The government has made regulations which will make Relationships Education (for all Primary pupils) and Relationships and Sex Education (for all
- 8.2.** Secondary pupils) and Health Education (for all pupils in state funded schools) mandatory from 2020 (The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations
- 8.3.** 2019). Please visit [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#) for more information.

### Confidentiality and information sharing

- 8.4.** Information sharing is vital in identifying and tackling all forms of abuse and neglect. Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children/ young people whether this is when problems are first emerging, or where a child is already known to local authority children's social care.
- 8.5.** Exchange or disclose of personal information with other agencies will be completed in accordance with **GIG 02. Data Protection and GIG 09. Confidentiality** and all relevant legislation including the **Data Protection Act 1998**.
- 8.6.** Information relating to individual Safeguarding cases is confidential, although some information can be shared with relevant staff. This should be done only on a 'need to know' basis.
- 8.7.** When sharing safeguarding information regarding an individual, staff will need to consider the following:
- Information should only be shared on a 'need to know' basis when it is in the best interests of the individual
  - Informed consent should be obtained but, if this is not possible and other adults are at risk of abuse or neglect, it may be necessary to override the requirement
  - Distinguish fact from opinion
  - Ensure you are giving the right information about the right person
  - Ensure you are sharing information securely
  - Inform the person that the information has been shared if they were not already aware of this and if it would not create or increase risk of harm to them/others.

- 8.8. The following wording is to be added to any covering letter where we are sharing documentation:

*"The material contained in this letter and its enclosures are confidential to Cambian Group and the persons named within the documentation. The documentation is delivered only in accordance with a perceived legal obligation to make the documentation available and upon the strict understanding that the recipient and all members of the recipient's staff will undertake to preserve confidentiality and not in any way share the documentation or any details of the information therein contained with any other party. Any person receiving this information who breaches these obligations of confidentiality will be held strictly responsible and will be expected to indemnify Cambian Group and any persons named within the documentation against any losses that may arise as a result of misuse of this material".*

- 8.9. If in doubt, the DSL or deputies must liaise with the company Caldicott Guardian. The contact details for the Caldicott Guardian at our location is Nicholas Foster, Tel 07702 718 283

- 8.10. Failure to follow this policy and local procedure may result in disciplinary action.

### Complaints and Monitoring

- 8.11. All complaints arising from the operation of this policy will be considered under the **0.22 complaints procedure**, with reference to the our Designated Safeguarding Officer who is Kerry Byron (DSL) and Dorset Local Authority Safeguarding Children's Board

## 9. Accountability

- 9.1. Kerry Byron is the Designated Safeguarding Lead (DSL) at Cambian Forum School and has lead responsibility for protecting and safeguarding children, young people and young adults and liaising with the local authority and other local agencies as appropriate. This includes young person protections, referrals, raising awareness, training, allocating resources and supporting/directing staff within the Location. In all matters relating to young person protection and safeguarding The Forum School will follow the procedures outlined in this policy.
- 9.2. The content and effective implementation of policy and procedures are subject to routine monitoring by the Head of Service. Our Managing Director of Education, Chris Strong, will undertake a full annual review of the content and effective application of this policy and associated procedures. The date for the next scheduled review is set out on page 2. The policy will be reviewed earlier in accordance with changes in legislation, regulatory requirements or as a result of best practice guidance.
- 9.3. Cambian's Chief Operating Officer (COO) is the company's Safeguarding Lead. COO will support and promote the development of initiatives to improve the prevention, identification and response to abuse and neglect. She is the Director accountable for safeguarding is responsible for reporting on safeguarding and providing executive leadership. He/she is accountable for the governance of safeguarding.
- 9.4. Managers - are responsible for ensuring that staff are aware of this policy and offer support to those reporting abuse. It is important to recognise that dealing with situations involving abuse and neglect can be stressful and distressing for staff.
- 9.5. Regulated professionals - Staff governed by professional regulation (for example, social workers, doctors, allied health professionals and nurses) should understand how their professional standards and requirements underpin their organisational roles to prevent, recognise and respond to abuse and neglect.
- 9.6. All staff are responsible for identifying and responding to allegations of abuse. Staff at operational level need to share a common view of what types of behaviour may be abuse or neglect and what should be an initial response to suspicion or allegation of abuse or neglect.
- 9.7. All staff MUST make sure that they have familiarised themselves with their local multi-agency safeguarding policy as this policy is designed to complement rather than replace the multi-agency policies which define the local practice that must be followed.

- 9.8. In the event that the DSL or DSL Deputy are on leave or away from the Location and not contactable alternative arrangements must be put in place, cascaded to staff and displayed so staff can access contact names and details if required.

## Appendix 1: Relevant policies and documents

1. Child Protection and Safeguarding
  - a) 25.01 - Index Form for Individuals Concern File
  - b) 25.02 - Individual Safeguarding Poster
  - c) 25.03 - Individual Safeguarding Poster – Easy Read
  - d) 25.04 - Concern Form
  - e) 25.05 - Safeguarding Tracking Pack
  - f) 25.06 – Safeguarding Information Leaflet
  - g) 25.08 - Central Log of concerns
  - h) 25.09 – Child Protection and Safeguarding Handbook for Staff
  - i) 25.10 – Guidance for staff who have had an allegation made against them
  - j) 25.11 – Local Safeguarding Procedure
  - k) 25.12 - Staff Safeguarding Information Poster
  - l) 25.13 – Guidance notes for Designated On Call Person
  - m) 25.14 – Guidance for Investigating Unexplained Body Marks
2. Whistleblowing
3. Anti-bullying
4. Child Sexual Exploitation
5. Intimate and Invasive Care
6. Self-harm and suicide
7. Behaviour Support
8. Physical Intervention
9. Complaints Policy
10. Health
11. E –safety
12. Capacity to consent
13. Prevent
14. Recruitment
15. Code of Conduct
16. Data Protection
17. Confidentiality



18. E- safety
19. Disciplinary
20. Complaints
21. Staff code of conduct
22. Mobile telephony

## Appendix 2: Legislation and guidance

- The Children Act 2004, as amended by the Children and Social Work Act 2017
- Statutory Instrument 2015 No.541 Social Care, England The Young people's/care home Homes (England) Regulations 2015 in force as of 1st April 2015
- Guide to the Young people's/care home Homes Regulations including the Quality Standards (DfE: April 2015)
- This policy is also in accordance with the Safeguarding Partners locally agreed inter-agency safeguarding processes and procedures
- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by The Prevent duty: Departmental advice for schools and young person minders (June 2015) and The use of social media for on-line radicalisation (July 2015)
- The Health and Social Care Act 2008 (Regulated Activities) Regulations 2015
- Female Genital Mutilation Act 2003, ( as inserted by section 74 of the Serious Crime Act 2015)
- Terrorism Act 2000
- Counter Terrorism and Security Act 2015
- The School staffing regulations , England 2009
- The Teachers Disciplinary regulations, 2012
- Parts 3 and 4 Schedule to the Education independent Schools Standard Regulations, 2014.
- All Wales Child Protection Procedures 2008
- All Wales POVA Guidance 2008
- Keep learners Safe 2015
- The Care Act 2014
- Social services and wellbeing Act 2014
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in Education 2019](#)
- [Keeping children safe in education - part one 2019](#)
- [What to do if you're worried a child is being abused](#)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_-\\_Advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)
- <https://www.gov.uk/government/policies/violence-against-women-and-girls>
- <https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment/>
- [Teaching online safety in school.pdf](#)

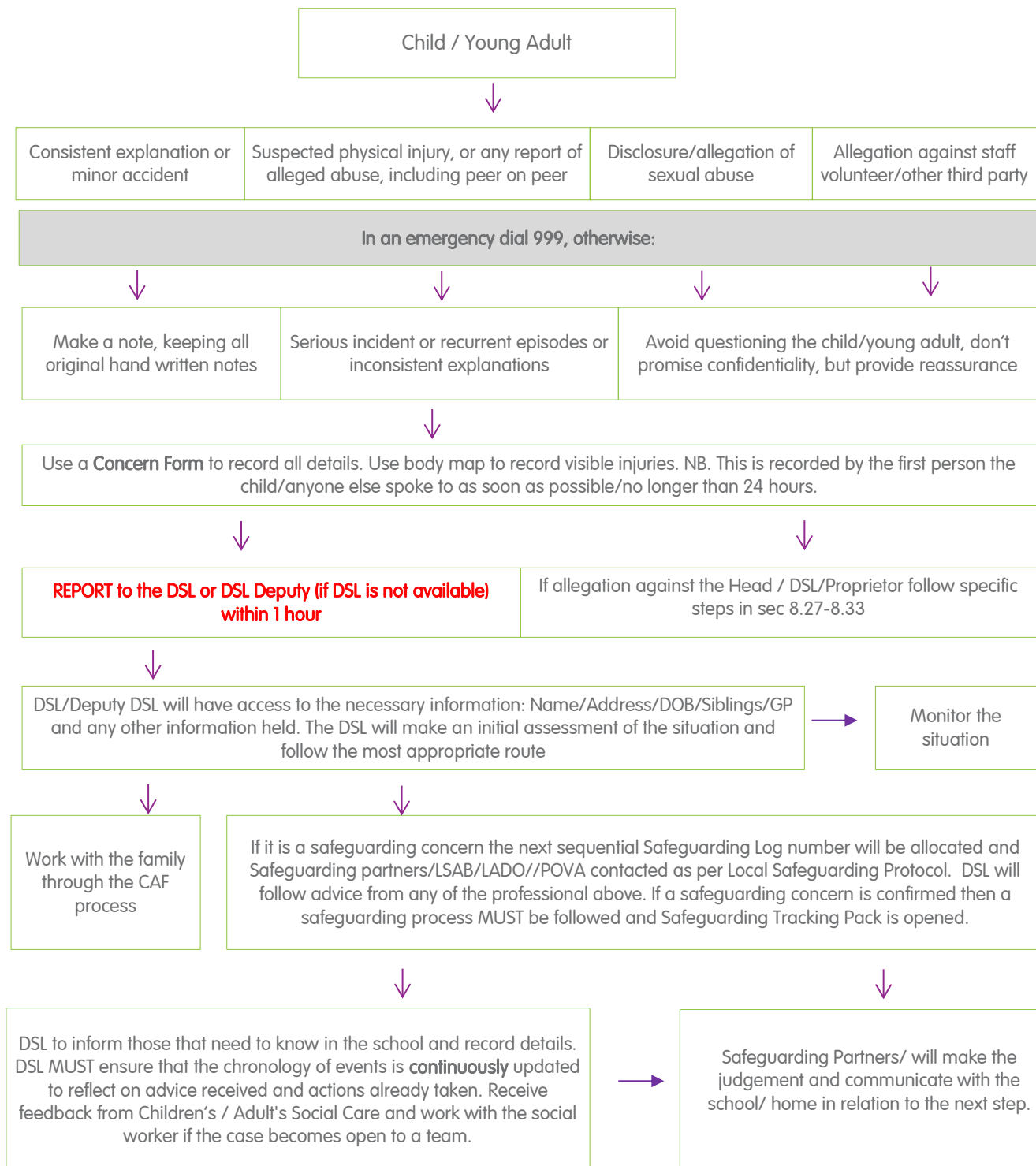
### Appendix 3: Child Protection and safeguarding procedure (Flow chart)

DSL – Designated Safeguarding Lead  
CAF – Common Assessment framework

CSC – Children’s Social Care  
LADO – Local Authority Designated Officer

STAFF

DSL





#### Appendix 4: Types of abuse – children

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.
- **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.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Online abuse** - abuse that is facilitated using internet-connected technology. It may take place through social media, online games or other channels of digital communication. Children can also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abusive behaviours including, but not limited to: harassment; stalking; threatening behaviour; child sexual abuse material; inciting a child to sexual activity; sexual exploitation; grooming; sexual communication with a child; and, causing a child to view images or watch videos of a sexual act. Using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online and constitute abuse, children may also be exposed to online harms, such as inappropriate behaviours or content online. For instance, children may be bullied online by their peers or they might, either accidentally or intentionally, view content which is intended for adults. Both online abuse and exposure to unsuitable content or behaviour can have a long-lasting impact on the wellbeing of children and young people.

## Appendix 5: Types of abuse - adults

- **Physical abuse** - assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing, rough handling, scalding and burning, physical punishments, inappropriate or unlawful use of restraint, making someone purposefully uncomfortable, involuntary isolation or confinement, misuse of medication, forcible feeding or withholding food, unauthorized restraint, restricting movement.
- **Domestic violence or abuse** – this type of abuse can be characterised by any of the indicators of abuse outlined in this briefing relating to: psychological, physical, sexual financial, emotional. Domestic violence and abuse includes any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality. It also includes so called 'honour' - based violence, female genital mutilation and forced marriage. Coercive or controlling behaviour is a core part of domestic violence. Coercive behaviour can include: acts of assault, threats, humiliation and intimidation, harming, punishing, or frightening the person, isolating the person from sources of support, exploitation of resources or money, preventing the person from escaping abuse, regulating everyday behaviour.
- **Sexual abuse** - Rape, attempted rape or sexual assault, inappropriate touch anywhere, non- consensual masturbation of either or both persons, non- consensual sexual penetration or attempted penetration of the vagina, anus or mouth, any sexual activity that the person lacks the capacity to consent to, inappropriate looking, sexual teasing or innuendo or sexual harassment, sexual photography or forced use of pornography or witnessing of sexual acts, Indecent exposure
- **Psychological or emotional abuse** - Enforced social isolation and/or preventing someone accessing services, educational and social opportunities and seeing friends, removing mobility or communication aids or intentionally leaving someone unattended when they need assistance, preventing someone from meeting their religious and cultural needs, preventing the expression of choice and opinion, failure to respect privacy, preventing stimulation, meaningful occupation or activities, intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse, addressing a person in a patronising or infantilising way, threats of harm or abandonment, cyber bullying.
- **Financial or material abuse** - Theft of money or possessions, scamming, preventing a person from accessing their own money, benefits or assets, employees taking a loan from a person using the service, undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions, arranging less care than is needed to save money to maximise inheritance, denying assistance to manage/monitor financial affairs, denying assistance to access benefits, misuse of personal allowance in a care home, misuse of benefits or direct payments in a family home, someone moving into a person's home and living rent free without agreement or under duress, false representation, using another person's bank account, cards or documents, exploitation of a person's money or assets, e.g. unauthorised use of a car, misuse of a power of attorney, deputy, appointeeship or other legal authority.
- **Modern slavery** – Human trafficking, forced labour, domestic servitude, sexual exploitation, such as escort work, prostitution and pornography, debt bondage – being forced to work to pay off debts that realistically they never will be able to.
- **Discriminatory abuse** - Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as 'protected characteristics' under the Equality Act 2010). Verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic, denying access to communication aids, not allowing access to an interpreter, signer or lip-reader, harassment or deliberate exclusion on the grounds of a protected characteristic, denying basic rights to healthcare, education, employment and criminal justice relating to a protected characteristic, substandard service provision relating to a protected characteristic.
- **Organisational or institutional abuse** - Discouraging visits or the involvement of relatives or friends, run-down or overcrowded establishment, authoritarian management or rigid regime, lack of leadership and supervision, insufficient staff or high turnover resulting in poor quality care, abusive and disrespectful attitudes towards people using the service, inappropriate use of restraints, lack of respect for dignity and privacy, failure to manage residents with abusive behaviour, not providing adequate food and drink, or assistance with eating, not offering choice or promoting independence, misuse of medication, failure to provide care with dentures, spectacles or hearing aids, not taking account of individuals' cultural, religious

or ethnic needs, failure to respond to abuse appropriately, interference with personal correspondence or communication, failure to respond to complaints.

- **Neglect or acts of omission** - Failure to provide or allow access to food, shelter, clothing, heating, stimulation and activity, personal or medical care, providing care in a way that the person dislikes, failure to administer medication as prescribed, refusal of access to visitors, not taking account of individuals' cultural, religious or ethnic needs, not taking account of educational, social and recreational needs, ignoring or isolating the person, preventing the person from making their own decisions, preventing access to glasses, hearing aids, dentures, etc., failure to ensure privacy and dignity.
- **Self-neglect** -The Care Act 2014 statutory guidance for adults includes self-neglect in the categories of abuse or neglect relevant to safeguarding adults with care and support needs. In some circumstances, where there is a serious risk to the health and wellbeing of an individual, it may be appropriate to raise self-neglect as a safeguarding concern. However, interventions for self-neglect are usually more appropriate under the parts of the Care Act dealing with assessment, planning, information and advice, and prevention.

There are additional references to **transphobic, homophobic and disablist** bullying in **Peer on peer abuse and sexual violence and harassment** section.

## Appendix 6: Signs that someone could be a victim

### Physical abuse

- No explanation for injuries or an inconsistent account of what happened
- Injuries that don't seem likely, given the person's lifestyle
- Bruising, cuts, welts, burns, marks on the body or loss of hair in clumps
- Frequent injuries
- Unexplained falls
- Subdued or changed behaviour in the presence of a particular person
- Signs of malnutrition (not having enough to eat)
- Failure to seek medical treatment or frequent changes of GP

### Sexual abuse

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Torn, stained or bloody underclothing
- Bleeding, pain or itching in the genital area
- Unusual difficulty in walking or sitting
- Foreign bodies in genital or rectal openings
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Pregnancy in a child or young person who cannot consent to sexual intercourse
- Using unexpectedly explicit sexual language
- Major changes in sexual behaviour or attitude
- Incontinence not to do with a medical condition
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Excessive fear of or withdrawal from relationships
- Fear of receiving help with personal care
- Not wanting to be alone with a particular person

### Psychological or emotional abuse

- An air of silence when a particular person is present
- Withdrawal or change in the psychological state of the person
- Insomnia (not sleeping)
- Low self-esteem
- Uncooperative and aggressive behaviour
- A change of appetite, weight loss or gain
- Signs of distress: tearfulness, anger
- Apparent false claims by someone involved with the person, to attract unnecessary treatment

### Neglect and acts of omission

- Poor environment – dirty or unhygienic
- Poor physical condition and/or personal hygiene
- Pressure sores or ulcers
- Malnutrition or unexplained weight loss
- Untreated injuries and medical problems
- Inconsistent or reluctant contact with medical and social care organisations
- A build-up of medication that hasn't been taken
- Uncharacteristic failure to engage in social interaction
- Unsuitable clothing or not enough clothes

### Appendix 7: Signs that someone could be an abuser

- Using restraint when it's not needed
- Having favourites
- Giving treats, presents or money to certain people without permission from a manager
- Finding ways to spend time with a particular child, young person or young adult, perhaps by working longer hours or giving up free time
- Finding ways to spend time alone with a particular child, young person or young adult , for example in a car or somewhere else
- Inviting a particular child, young person or young adult at risk to their own house without permission from a manager
- Being over-friendly with a child, young person or young adult's parents or guardians without permission from a manager
- Taking photos of the child, young person or young adult that aren't for work purposes
- Trying to make private contact with a particular child, young person or young adult , including 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

## Appendix 8: DSL/Registered Manager (RM) – actions, reporting and recording procedure

- The DSL/RM receives a completed concern form from a member of staff.
- DSL/RM enters the concern details on the **25.08. Central Log of Concerns and Safeguarding** and insert the concern reference number on the Concern Form.
- If it is deemed to be a child protection/safeguarding (children and adults) matter the DSL/RM will then also additionally allocate the next sequential Safeguarding Reference number on the **25.08. Central Log of Concerns and Safeguarding**, write this number on the Concern form and immediately (or at least within one hour of receiving the concern form, make a referral to the Local Authority Designated Officer (LADO) at The Forum School and Safeguarding Partners to discuss the allegation and agree a course of action.
- If the Safeguarding Partners confirms that they do not consider the matter to be a safeguarding concern then the date and time of the contact is recorded on the Concern Form and on the Central Log of Concerns and Safeguarding and it is marked as a Safeguarding Level 1 – Review Practice/No Further Investigation. The Head of Service, DSL/RM MUST ensure the practice is reviewed by relevant practitioners within the provision - this may include the whole multidisciplinary team or particular member/s of it. The review must be recorded and outcomes shared with the people involved. Feedback from the review session MUST be provided to Safeguarding Partners
- It is important to allocate a Safeguarding reference on the log even if no further action needs to be taken. This diligent approach will ensure a clear historic record of contact with the Safeguarding Partners for any matter which is deemed by the DSL to be of concern and has been raised with the Safeguarding Partners
- If the Safeguarding Partners confirms that the matter is a safeguarding concern and that it requires investigation either at local or external level then a **25.05 Safeguarding Tracking pack** must be opened with the next sequential Safeguarding Reference included on the form and details as such entered on the central log.
- Copy of **25.05 Safeguarding Tracking Pack** (initially with completed sec. 1-5) should be submitted to the **Responsible/Nominated Individual and Regional Education Manager in day schools** as a follow up to the initial reporting telephone contact. STP must be sent again to **Responsible/Nominated Individual and Regional Education Manager in day schools** on completion, providing detailed overview of the actions taken and the final outcome. The **Responsible/Nominated Individual and Regional Education Manager in day schools** will update relevant Directors accordingly. This original form must be kept in the Safeguarding file.
- In the case of serious harm, and/or the child/young person or young adult is in immediate danger the local Police should be informed immediately as well and they can take immediate protective action as necessary.
- If the matter is a more general concern then ensure that the 'Action Taken' log on the concern form is completed and the form is filed within the Safeguarding file. Either way the form must be signed by the DSL/RM.
- The relevant concern form should be referenced in the Individual's **25.01 Index of Concerns** form in the individual's concern/safeguarding file and the site's Central Log of Concerns and Safeguarding.
- All information relating to the Safeguarding concern is recorded on the Tracking Pack.
- The Safeguarding Concern will remain open until the Safeguarding Partners have confirmed in writing that the concern is closed and Responsible/Nominated Individual and Regional Education Manager in day schools has signed the Safeguarding tracking pack to confirm that the investigation is completed in

full and can be closed. The Safeguarding will remain open until both elements of sign-off have been completed. Once the Safeguarding tracking Pack is signed, it **MUST** be filed in the Safeguarding file.

- If it is believed that the Individual is in imminent danger urgent advice should be sought from the Local Authority and/or the police. The individual can be kept in their care home or on the school/college site fully supported (e.g. if they are a day student) if advised to do so by these
- The parent/carers should be informed and a decision should be made with the Local Authority and the Police about who should do what.
- If the DSL/RM feels unsure about what the Individual has said or what has been said by others they can phone the Local Authority to discuss concerns. To do so would not constitute an abuse referral but may help to clarify the situation but they must record all details of any conversation and advice received on a concern form. He/she can then move to a formal referral or actively monitor the situation.
- The Safeguarding Partners will oversee any subsequent investigation of any suspicion or allegation of abuse directed against anyone working within the establishment. The establishment **MUST** not internally investigate any allegations of abuse without first taking instruction from the Safeguarding Partners
- Once agreed by Safeguarding Partners that the provider can commence the internal investigation (level 2), the investigation process will commence.
- Once agreed by Safeguarding Partners that the investigation will be completed by the external agency (level 3), where required, Head of Service, DSL/Registered Manager will take appropriate steps to assist the external agency to ensure the investigation is completed.
- Registered Manager **MUST** notify relevant regulator (Ofsted/CQC/CIW/Estyn) by submitting specific notification document within the time frame specified by their regulator. This is regardless of who leads on the investigation and whether or not the investigation has been concluded.
- If as the result of an investigation there has been a substantiated allegation against a member of staff, we will work with the Safeguarding Partners to determine whether there are any improvements to be made to our safeguarding policy, procedures and practice to prevent similar events in the future. Also we will work with our internal Human Resources department and may commence proceedings under **GHR 27. Disciplinary policy and procedure.**
- We will co-operate entirely with any investigation carried out by the Local Authority and/or the Police. Records are kept of all conversations as part of the investigation process and made available as required.

## Appendix 9: Key contacts

Kerry Byron	Care Services Manager	DSL	Tel 07525 629525
Greg Regan	Principal	Deputy DSL	Tel 07773 848643
Ian Boxall	Care Manager	Deputy DSL	Tel 07799 784684
Hannah Everard	Care Manager	Deputy DSL	Tel 07525 629524
Mark Rogers	Care Manager	Deputy DSL	Tel 07787 428177
Kev Coleman	Senior Behaviour Support Co.	Deputy DSL	Tel 07803 249339
Lucie Wharton	Assistant Head	Deputy DSL	Tel 07702810322
Chris Strong	Managing Director of Education		Tel 07736 615943
John Ivers	Proprietor & Cambian Safeguarding Lead		Tel 07771536976
<b>Out of hours – make contact with the 'On Call' Manager</b>			

If you have a concern relating to the designated safeguarding lead 'Kerry Byron' please speak to Greg Regan or contact Patrick Crawford , Dorset Safeguarding Partner Tel: 01305 221122.

### Group

The Proprietor of the The Forum School is The Cambian Group.

The Proprietor's representative is John Ivers COO Children's Services Tel 07771536976

### Local authority

Adult Safeguarding Partners Tel 01305 221016 (Monday to Friday 8.30am – 4.30pm)

Safeguarding Partners out of hours 01202 657279.

Dorset police 01202 222222

The non-emergency police telephone number is: 111.

### For young people under the age of 18:

Contact Children's Advice and Duty service (ChAD) on **01305 228558 for Professionals**

Daytime service is available Monday to Friday between 8am and 10pm, Saturday and Sunday 9am to 10pm with a consultant Social Worker. On-Call Out of Hours Service 24/7.

Families and Members of the Public Number: 01305 228866