



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE

Effective for employees, students, directors, and volunteers on or after 1st September 2023

DOCUMENT CONTROL

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Please Note: A formal, full review of this document will take place on a 3-yearly basis. However, in the interim, the document will be updated as necessary to remain current with any statutory legislation and/or significant Government guidance updates on the subject.

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Safeguarding and Child Protection Policy and Procedure

Contents page:

1. Our commitment.....	3
2. Objectives.....	4
3. Scope.....	5
4. Definitions, explanations and basic guidance of key terms and topics (includes relevant extracts taken from KCSIE 2022).....	5
Safeguarding and promoting the Welfare of Children.....	5
The Statutory Harm Test - The four elements to identify if a concern/allegation meets the Harm Threshold.....	6
Early help:.....	6
Abuse and Neglect (including indicators):.....	7
6. The Safeguarding and Prevent Team.....	16
Designated Safeguarding Lead (DSL).....	16
7. Dealing with Allegations and concerns.....	17
Allegations of harm or abuse made in relation to children, young people, or vulnerable adults.....	17
Allegations/concerns of Child-on-Child abuse.....	18



Concerns about potential radicalisation	18
Safeguarding concerns or allegations made about staff.	18
8. School Age Children	19
9. Work Experience, Work-Based and Work-Place Learning	20
10. Support for Students, Parents and Staff	21
11. Recruitment of Staff (employed and Freelance), Volunteers, Consultants and Contractors	21
12. Visitors and Contractors.....	21
13. Staff Training and Development	22
14. Monitoring and Review	22
16. Associated policies.....	23
17. Appendices.....	23
Appendix 1 DISCLOSURE	23
Appendix 2 Safeguarding Procedure (Somerset)	24
Appendix 3 - Channel Referral Procedure	26
Prevent/Channel Referral contacts/links for areas covered by ESS Education & Support.....	29
Appendix 4 Sharing Information	30
Appendix 5 - REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF	31
Appendix 6 – Safeguarding Team Contact Details.....	33

1. Our commitment

ESS Education & Support Services are committed to ensuring that the Safeguarding and Child Protection Policy and Procedures and the Prevent Policy and Procedures are managed appropriately and effectively; to ensure that:

- A safe environment is provided by ESS Education & Support Services, for children and vulnerable adults always including every effort being made to help keep children and vulnerable adults safe online.
- ESS Education & Support Services can take appropriate action to protect young people, who are suffering, or at risk of suffering harm, including:
 - Physical harm
 - Neglect
 - Emotional Harm

- Sexual Harm (including sexual abuse and harassment)

Action will be taken whenever ESS Education & Support Services identifies a risk of harm occurring in the physical world or online.

- ESS Education & Support follow Safer Recruitment best practices, to check the suitability of staff, Directors, and volunteers to work with, or be in proximity to, children and vulnerable adults.
- Staff and Directors are all Safeguarding trained, to recognise the types of harm recognised above and take appropriate action in line with ESS Education & Support's procedures (reporting safeguarding concerns and supporting Learners and staff) and with the latest legislation, statutory guidance and local best practice/guidance, including:
 - [Working Together to Safeguard Children: statutory framework](#) - This document lists the current associated legislation.
 - [Keeping Children Safe in Education 2022](#)
 - [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
 - Local Guidance in the areas covered by ESS Education and Support Services including:
 - **Local Guidance from the Bristol City Council Local Safeguarding Partnership:** Guidance around particular safeguarding topics can be found on the [Keeping Bristol Safe Partnership Website](#)
 - Local Guidance from Somerset County Council Website: [Somerset Safeguarding Adults Board Website](#) and [Somerset Safeguarding Children Partnership Website](#)
 - Local Guidance from North Somerset Council: [North Somerset Safeguarding Gateway Website](#)
 - Local Guidance from Bath and North East Somerset: [Safeguarding children | BCSSP](#) and [Safeguarding adults | BCSSP \(bathnes.gov.uk\)](#)

ESS Education & Support ensures that it regularly consults with learners (via classroom evaluations, face to face discussions etc.) about how safe they feel and about their general welfare, and action is taken where learners tell us they do not feel safe and/or where a welfare need is identified.

ESS Education & Support takes steps to support and protect the most vulnerable learners, including those with special educational needs and disabilities, and will support other organisations, such as the police, in the event of a case involving ESS Education and Support Services students; for example, a student becoming a 'missing child' etc.

2. Objectives

ESS Education & Support objectives are:

- To ensure ESS establish and maintain an environment where learners, staff and volunteers feel safe, are encouraged to talk and be listened to, when they have concerns regarding the safety and well-being of a child, young person or vulnerable adult.
- That learners feel safe to approach staff if they have concerns and are protected, when in ESS Education & Support care, from maltreatment and impairment. We will also ensure that learners who have additional needs or unmet needs are supported appropriately.

- To ensure ESS Staff feel informed and have the relevant training and support to be able to effectively identify safeguarding concerns, take them forward in an appropriate manner (reporting etc.) and support and safeguard their learners.

3. Scope

Everyone has responsibility for Safeguarding and promoting the welfare of children, young people, and vulnerable adults.

This Safeguarding and Child Protection Policy applies to all ESS Education & Support staff (including temporary or Freelance staff), job applicants, learners, apprentices, prospective students, volunteers, and trustee's; wherever they work or study (e.g., At one of ESS Education & Support sites, outreach centres, or other designated areas).

This policy also applies to learners on work experience placements and work-based and workplace learning programmes, and those engaged on any organised off-site activity.

In addition, this policy applies to working arrangements with other agencies to support ESS Education & Support Safeguarding and Child Protection Policy, including local education authorities, schools, support agencies, sub-contractors, and employers.

When working with Schools or Local Authority partnerships, ESS Education & Support will aim to meet any additional requirements, not covered within this policy, that are stipulated in the policies and procedures of the school and/or Local Authority with which ESS is working.

All ESS Education & Support staff are provided with and encouraged to read and follow the Keep Children Safe in Education (Part 1 or Annex A, as appropriate to their role).

4. Definitions, explanations and basic guidance of key terms and topics (includes relevant extracts taken from KCSIE 2022)

Children and young people

These are those people who are aged under 18 years.

Vulnerable adults

These are those people who are aged over 18, who may be considered vulnerable to abuse. For example: Those with learning difficulties or a disability.

Safeguarding and promoting the Welfare of Children

- Protecting children (everyone under the age of 18) from abuse and maltreatment
- Preventing impairment of (harm to) children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children and young people to have the best outcomes.

The Statutory Harm Test - The four elements to identify if a concern/allegation meets the Harm Threshold.

- KCSIE 2022 Part 4 Section 1 page 86 (KCSIE 4:1 p86) refers:
- In the event there is a case of concern/allegation that might indicate a person would, pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. KCSIE 2022 4:1 p86 should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including freelance teachers (Teaching and Learning Mentors/TLMs), volunteers and contractors has:
 - 1) Behaved in a way that has harmed a child, or may have harmed a child and/or
 - 2) Possibly committed a criminal offence against or related to a child, and/or
 - 3) Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - 4) Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In the event an individual meets the Harm threshold, then the concern/allegation, needs to be taken forward as appropriate. This will include the DSL:
 - Ensuring the child/children are safeguarded, not put at risk and
 - Referring a case of alleged abuse to the Local Authority Children's Social Care team and Police as appropriate and
 - Liaising with the LADO to agree a course of action.
- In the event an individual does not meet the Harm threshold, then the concern/allegation is deemed to be a low-level concern but must still be treated in all seriousness (KCSIE 2022 Part 1 Section 2 page 99 (KCSIE 4:2 p99) refers and provides further detailed advice). Activities involved in the Low-Level Concern include:
 - Ensuring staff are aware and understand their responsibilities in relation to:
 - The Staff Conduct and Disciplinary Policy
 - This Safeguarding and Child Protection Policy
 - The DSL must ensure:
 - The Child/Children continue to be safeguarded from risk.
 - The Low-Level concern is effectively and appropriately recorded and shared.
 - Any identified additional actions to address the concern are taken; to avoid any reoccurrence/repetition of the concern in the future.
 - The low-level concern and the individual(s) involved are appropriately monitored to avoid escalation to a situation where the Harm threshold is reached.
 - A referral is made to the LADO in the event a low-level concern reveals a pattern of behavior indicating that the Harm threshold has been reached.

Early help:

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether they have a statutory Education, Health, and Care Plan)
- Has a mental health need?
- Is a young carer.

- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a family member in prison or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing alcohol and other drugs themselves.
- Has returned home to their family from care.
- Is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child, or in care.
- Is persistently absent from education, including persistent absences for part of the school day.

Abuse and Neglect (including indicators):

Abuse:

- A form of maltreatment of a child.
- Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.
- This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Children may be abused by an adult or adults or by another child or 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 from 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 violence, whether the child is aware or not 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.
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example 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 caregiving); or
 - ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child-On-Child Abuse

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.
- All staff should be clear as to the school's or college's policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviors between children, many of which are listed below, that are abusive in nature.
- Downplaying certain behaviors, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviors, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Child-on-child abuse is most likely to include, but may not be limited to:
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. (ESS will follow KCSIE suggestion and refer to UKCIS, as/when required, for further detailed advice about sharing of nudes and semi-nude images and videos).
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

KCSIE Part 5 paras 446-558 and Annex B. page 13 page 151, contains further information and advice in relation to Child-On-Child abuse which ESS will follow as best practice)

Sexual Harassment

- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college.
- When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.
- Sexual harassment is likely to:
 - violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive, or sexualised environment.
- Whilst not intended to be an exhaustive list, sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
 - sexual "jokes" or taunting
 - physical behavior, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
 - displaying pictures, photos, or drawings of a sexual nature
 - up skirting (this is a criminal offence), and
 - online sexual harassment.
- This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. ([UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges).
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation, coercion, and threats, and

- coercing others into sharing images of themselves or performing acts they're not comfortable with online.
- It is important that schools and colleges consider sexual harassment in broad terms.
- Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviors and provide an environment that may lead to sexual violence.

Sexual violence

- It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college.
- When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.
- When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/134 as described below:
 - **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
 - (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).
 - **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).
- **What is consent?**
 - Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom.
 - Consent can be withdrawn at any time during sexual activity and each time activity occurs.
 - Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

Sexual Violence and Sexual Harassment between children in schools and colleges

- Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges.
- It can also occur online.
- It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.
 - This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.
 - Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.
 - It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
 - A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.
 - Nor should a victim ever be made to feel ashamed for making a report.
- KCSIE 2022 Part 5 contains further detailed guidance and should be referred to as required.

Child Sexual Exploitation (CSE)

- CSE is a form of child sexual abuse.
- Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.
- CSE can affect any child who has been coerced into engaging in sexual activities.
- This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Child Criminal Exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.
- They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.
- As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims.
- They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to, despite the harm they have experienced (including sexual harassment and exploitation).
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys.
- The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

(KCSIE provides further information about sexual harassment and up skirting in Part 5 and Annex B and refers to UKCIS guidance: Sharing nudes and semi-nude's advice for education settings. ESS staff will refer to this guidance as required)

County lines

- County lines is a term used to describe gangs and organized criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line".
- This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money.
- Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- Children can be targeted and recruited into county lines in several locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes.
- Children are also increasingly being targeted and recruited online using social media.
- Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- Several of the indicators for CSE and CCE may be applicable to where children are involved in county lines.
- Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
 - Go missing and are subsequently found in areas away from their home.
 - Have been the victim or perpetrator of serious violence (e.g., knife crime)
 - Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
 - Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
 - Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
 - Owe a 'debt bond' to their exploiters!
 - Have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office ([Criminal Exploitation of children and vulnerable adults: County Lines guidance](#))

Female Genital Mutilation (FGM)

- FGM is any procedure that's designed to alter, remove or injure a girl's (or woman's) genital organs for non-medical reasons.
- The practice is illegal in the UK, and if suspected, the police should be contacted immediately.
- Further guidance is available here: <https://www.gov.uk/female-genital-mutilation>
- Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
- ESS Education & Support Services encourages all staff who may have a concern that a girl is going to become a victim of FGM, to report the matter immediately.

Domestic Abuse

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

- That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional.
- Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Serious violence

- All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.
- These may include:
 - increased absence from school or college,
 - a change in friendships or relationships with older individuals or groups, a significant decline in performance
 - signs of self-harm or
 - a significant change in wellbeing, 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 and may be at risk of criminal exploitation.

Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
- Indicators that a family may be at risk of homelessness include:
- household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property.
- Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.
- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including

an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

- The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible before they are facing a homelessness crisis.
- In most cases school and college staff 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, and will require a different level of intervention and support.
- Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.
- The Department for Levelling Up, Housing and Communities have published joint statutory guidance and factsheets on the duties imposed by the Act and the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [Homeless Reduction Act Factsheets](#).

Below are the links to the Local Housing Authorities relevant guidance page in the areas in which ESS Education & Support work:

- Bristol: <https://www.bristol.gov.uk/business/housing-for-business-and-professionals/homelessness-prevention-referral-from-agencies>
- Somerset West and Taunton: <https://www.somersetwestandtaunton.gov.uk/housing/housing-options-and-homelessness/homelessness/>
- North Somerset: <https://www.n-somerset.gov.uk/my-services/housing/help-if-you-are-homeless-or-need-support/duty-refer>
- Bath & North East Somerset (B&NES): <https://www.housingsupportgatewaybathnes.org.uk/Data/ASPPages/1/134.aspx>

Modern Slavery and the National Referral Mechanism (NRM)

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.
- Exploitation can take many forms, including:
 - Sexual exploitation,
 - forced labour,
 - slavery,
 - servitude,
 - forced criminality and
 - the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Prevent (Preventing Radicalisation) and Channel

- Prevent is part of the government's counter-terrorism strategy, CONTEST.
- Its aim is to stop people becoming terrorists or supporting terrorism.
- Children are vulnerable to extremist ideology and radicalisation. Similar, to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.
- All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.
- This duty is known as the Prevent duty.
- Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.
- A representative from the school or college may be asked to attend the Channel panel to help with this assessment.
- An individual’s engagement with the programme is entirely voluntary at all stages.
- The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.
 - For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.
- Statutory guidance on Channel is available at: [Channel guidance](#).

For more detail on ESS Education & Support’s Policy and processes in relation to Prevent and the Prevent Duty, please see the ESS Prevent Policy

Below are links to Prevent and Channel guidance in the geographical areas covered by ESS Education & Support Services.

- Bristol: <https://bristolsafeguarding.org/policies-and-guidance/prevent-and-radicalisation/>
- Somerset: <https://www.somerset.gov.uk/social-care-and-health/prevent-in-somerset/>
- North Somerset: <https://www.n-somerset.gov.uk/my-services/community-safety-crime/prevent>
- Bath & North East Somerset (B&NES): <https://www.bathnes.gov.uk/services/neighbourhoods-and-community-safety/crime-prevention-and-community-safety/prevent>

Honour-based violence (HBV)

- These are crimes which have been committed to protect or defend the honour of the family or community, and include:
 - **Forced marriage:** Marriage in which one or both spouses do not (or, in the case of some adults with disabilities, cannot) consent to the marriage and duress is involved. Further guidance is available here: <https://www.gov.uk/forced-marriage>
 - **Female Genital Mutilation (FGM)** - Please see above.
 - **Breast binding / breast ironing:** Attempts to make a female child appear male but causing long lasting physical harm by flattening the breasts.

6. The Safeguarding and Prevent Team

Designated Safeguarding Lead (DSL)

- In line with Keeping Children Safe in Education Sept 2022 (KCSIE Part 2 p28), ESS Education & Support have ensured that 'an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.'
- The DSL has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility, and the post holder has been/will be given the additional time, funding, training, resources, and support needed to carry out the role effectively.

Duties of the DSL (supported by Deputy DSLs as required):

- The designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety)
- Referral of cases:
 - Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
 - To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
 - Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
 - Where a crime may have been committed, referral to the Police as required. Please Note: NPCC - When to call the police is useful guidance to help understand when to consider calling the police and what to expect when working with the police
- Additional responsibilities include:
 - Providing advice, support, and regular updates to staff on issues relating to safeguarding, child protection, prevent and online safety.
 - Taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and
 - Contributing to the assessment of children, young people, and vulnerable adults as appropriate.
 - Maintaining proper record of any child protection or Channel referral, complaint, or concern (even where that concern does not lead to a referral)
 - Ensuring that parents and carers of children and vulnerable adults within ESS Education and Support Services are aware of the ESS Education & Support Safeguarding and Child Protection policy and Prevent Policy.
 - Ensuring every effort is made to be aware of Looked After children and young people enrolled with ESS Education & Support, and that the contact details of their social worker and School/virtual school Support Worker and Head are known and communication is established with them to ensure ESS can maximise effectiveness of support to the learner.
 - Liaison with local authorities and other appropriate agencies to ensure ESS Education & Support remains aware of and works in harmony with their safeguarding policies and procedures, alongside ESS's.
 - Liaison with secondary schools which send pupils to ESS Education & Support for alternative learning provisions; to ensure that necessary awareness of child protection issues is shared appropriately.
 - Liaison with employers and training organization that receive children or vulnerable adults from ESS Education & Support, on work experience and placements; to ensure that appropriate safeguards are put in place.
 - To ensure staff (employees, freelance and consultants) receive initial safeguarding and prevent training, and regular updates (at least annually), and are aware of ESS Education &

Support's safeguarding and child protection procedures, and of the principles of Keeping Children Safe in Education.

- Arrange regular meetings of the ESS Education & Support's Safeguarding (Stay Safe) Team to discuss, promote and share best practice and latest updates.
- Ensure a Prevent Risk Assessment and Action Plan is in place and progress is made against it.

Training

- The DSL and Deputy DSLs receive Designated Safeguarding (Level 3) training, as a standard, which will be refreshed at least every 2 years. This training covers the responsibilities of a Designated Safeguarding Lead with responsibilities for children, young people, and vulnerable adults.
- In addition, DSLs, Deputy DSLs, and all ESS employees annually undertake/refresh their mandatory training including:
 - Safeguarding in Further Education
 - Safeguarding and Safer Recruitment
 - Prevent (including basic training, referrals, and Channel)
 - Modern Slavery
 - Forced Marriage
 - Female Genital Mutilation (FGM) and
 - Online Safety

Designated Staff Members for Safeguarding and Prevent

ESS Education & Support will ensure an appropriate number of Deputy DSLs, continue to be appointed; to ensure that a designated officer is present.

In addition, all teaching staff (Teaching and Learning Mentors/TLMs) have mandatory Safeguarding and Prevent training and are given additional coaching and support to enable them to:

- Promote safeguarding, prevent and other connected subjects with their learners.
- Identify the indicators (e.g., behaviors, body language and verbal indicators) of a Safeguarding or Prevent concern.
- Understand how to respond if a learner approaches them for help/advice on a safeguarding matter.
- How to report the concern and obtain support for themselves and their learner(s)

7. Dealing with Allegations and concerns

Allegations of harm or abuse made in relation to children, young people, or vulnerable adults.

- Staff should not investigate concerns or allegations themselves however should report them immediately to a Designated Safeguarding Lead. See Appendices 1 and 2 for further guidance.
- Records of concerns about children, young people and vulnerable adults will be kept, even where there is no need to refer the matter immediately.
- All records will be kept securely, separate from other student files, either online and password protected or in secure locations by a Designated Safeguarding Lead (DSL).

Allegations/concerns of Child-on-Child abuse

- ESS Education & Support recognises that children/young people/vulnerable adults are capable of abusing their peers and that sexual abuse and harassment (including that which takes place on line) within School and College settings is prevalent ([as per Ofsted Review of Sexual Abuse in Schools and Colleges 10 June 2021](#)) .
- Staff training, and the learning programmes for students, will seek to promote a culture of mutual respect and tolerance, and staff will be trained to recognise the forms that child-on-child abuse may take (as per section: of this policy).
- ESS Education & Support's Staff and Student Disciplinary procedures will be invoked when child-on-child abuse is recognised, and support offered to the victims of such abuse, as appropriate and in line with advice provided by the relevant Children's Social Services/LADO.
- Related Policies in place to inform staff and learners and assist in the protection against abuse and harassment, either in person or online, can be found in the following policies and procedures:
 - Student Disciplinary Policy
 - Staff Conduct and Discipline Policy
 - Online and Social Media Safety Policy
 - Safely Teaching and Meeting online Policy

Concerns about potential radicalisation

- Staff should pass on concerns to the Single Point of Contact for Prevent (The Designated Safeguarding Lead, or in their absence, to any Deputy DSL.
- The SPOC or DSL/Deputy DSL may make a Channel Referral (see Appendix 3) or discuss with the Regional Prevent Coordinator (see below), if advice is needed.

Guidance and link to DFE Further education and Higher Education Prevent Co-ordinators

<https://www.gov.uk/guidance/regional-further-education-fe-and-higher-education-he-prevent-coordinators>

Head of the FE and HE regional delivery networks (Prevent and Counter-Extremism)

Contact: Chris Rowell

Email: chris.rowell@education.gov.uk

Telephone: 07384 872 518

South-West Regional Further Education and Higher Education Prevent Coordinator:

Contact: Cheri Fayers

Email: Cheri.FAYERS@education.gov.uk

Telephone: 07392 135 873

In the light of the concern that ESS Education & Support might be perceived of as a potential target for a terrorist attack, ESS Education & Support will promote the run-hide-tell response to students and staff.

Safeguarding concerns or allegations made about staff.

Keeping Children Safe in Education 2022 Part 4 pages 86-103 (KCSIE 4 pp86-103) has detailed advice and guidance on this subject (beyond that which is included in this document) and should be referred to, as needed, alongside this policy.

Where there is an allegation of harm or abuse against staff, both inside and outside the work setting, ESS Education & Support will work to ensure allegations are dealt with quickly, fairly and consistently. Procedures under this policy apply to all staff (both employed and freelance), as well as volunteers and consultants.

The procedures are as follows (detailed in Appendix 5).

- In the event there is a case of concern/allegation that might indicate a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. KCSIE 2022 4:1 p86 should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including employed or freelance teachers (Teaching and Learning Mentors/TLMs), volunteers and consultants/contractors has:
 - 1) Behaved in a way that has harmed a child, or may have harmed a child and/or
 - 2) Possibly committed a criminal offence against or related to a child, and/or
 - 3) Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - 4) Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In the event that an individual meets the Harm threshold, then the concern/allegation, needs to be taken forward as appropriate (see Appendix 5 for details). This will include the DSL:
 - Ensuring the child/children are safeguarded, not put at risk and
 - Referring a case of alleged abuse to the Local Authority Children's Social Care team and Police as appropriate and
 - Liaising with the LADO to agree a course of action.
- In the event that an individual does not meet the Harm threshold, then the concern/allegation is deemed to be a low-level concern, but must still be treated in all seriousness (KCSIE 2022 Part 1 Section 2 page 99 (KCSIE 4:2 p99) refers and provides further detailed advice). Activities involved in the Low Level Concern will be as listed in Appendix 2 and will include:
 - Ensuring staff are aware and understand their responsibilities in relation to:
 - The Staff Conduct and Disciplinary Policy
 - This Safeguarding and Child Protection Policy
 - The DSL must ensure:
 - The Child/Children continue to be safeguarded from risk
 - The Low Level concern is effectively and appropriately recorded and shared
 - Any identified additional actions to address the concern are taken; to avoid any recurrence/repetition of the concern in the future
 - The low level concern and the individual(s) involved are appropriately monitored to avoid escalation to a situation where the Harm threshold is reached.
 - A referral is made to the LADO in the event that a low level concern reveals a pattern of behavior indicating that the Harm threshold has been reached.

8. School Age Children

ESS Education & Support will follow the guidance within this policy and as per Keeping Children Safe in Education 2022 and other appropriate legislation, for all those studying with ESS Education & Support, whether child, young person or vulnerable adult.

However, where working with School age children, ESS Education & Support will undertake the following additional steps, to ensure the children are safeguarded in line with both L&F Training's and the School's Safeguarding policies and procedures.

In arranging school provision programmes for young people of compulsory school age ESS Education & Support will:

- Provide schools with adequate details of provision to enable the school to obtain parental consent for their child to participate. ESS Education & Support will require evidence of this written consent.
- Seek to ensure that for young people with special education needs (SEN), ESS Education & Support is informed of the details of the statement that has been agreed, in order to determine the level of support needed
- Request and obtain details from the school of any medical needs or requirements a young person may have and agree with the school how the necessary support can be provided
- Ensure that young people are made aware of the general standards of safety with which all ESS Education & Support Services students should comply.

Concerns regarding safeguarding or Prevent, for young people on school provision programmes, must be referred to the relevant Designated Safeguarding Lead and/or Child Protection Officer at the school where the child is on roll (or the child's social worker if the child is not on a school roll), and to the relevant ESS Education & Support Designated Safeguarding Lead, if other ESS Education & Support students or staff are involved or affected.

Similar arrangements will be made to **ensure the** safety of children visiting ESS Education & Support for Taster Days and other events.

Staff should discourage students with young children from bringing them onto ESS Education & Support sites repeatedly or for extended periods.

9. Work Experience, Work-Based and Work-Place Learning

ESS Education & Support Staff who arrange, **vet**, and monitor work experience placements and work-based or workplace learning will undertake appropriate safeguarding training.

Organisations who offer work experience placements or work-based / workplace learning ESS Education & Support students will be vetted for their suitability to do so. The assessment will include a check on whether an employer carries out DBS checks on staff who work with children.

When the assessment suggests that an employer does not have safeguarding and child protection policies, or awareness of safeguarding and child protection issues, or where there is any evidence of risks a student's safety, ESS Education & Support will ensure that no students are placed with that employer until the DSL, or a Deputy DSL has made an appropriate assessment.

If an employer is deemed unsuitable for work experience placements or work-based / workplace learning, ESS Education & Support will make the relevant Local Authority Children's Social Services and/or police aware of this, as appropriate.

Children, young people, and vulnerable adults who are placed with employers will be given **clear** advice about whom to contact if they are worried or uncomfortable about the surroundings, or if they suffer any form of abuse, or feel in danger of becoming a victim of abuse.

ESS Education & Support respects their employees right to a private life; however, ESS Education & Support will also ensure that confidentiality and ESS's reputation are protected. To do this, ESS Education & Support will expect the following of all staff (whether employed, freelance or a consultant or contractor).

- Social media activities undertaken outside of work, will not bring ESS Education & Support into disrepute or negatively influence the ability to conduct the work-related responsibilities, of any member of staff.
- Social media activities to safeguard ESS Education & Support's business interests.

ESS Education & Support have created guidelines (Acceptable Use policy and Staff Conduct and Disciplinary policies etc.), to ensure all those working for ESS Education & Support are aware of what is acceptable conduct by ESS Education & Support.

Failure to comply with guidelines may result in disciplinary action, up to and including termination of the ESS Education & Support personnel's employment.

10. Support for Students, Parents and Staff

Students will be made aware of possible risks to their safety, including online safety, through tutorial, and while studying with ESS Education & Support, with the intent that they are better able to protect themselves and others from situations of potential harm.

ESS Education & Support will seek to raise student's awareness of the risks inherent in radicalisation and extremism (see ESS Education & Support Prevent Policy for further details).

ESS Education & Support will seek to ensure that parents/guardians understand the responsibility placed on ESS and staff for safeguarding and child protection by setting out its obligations.

Designated Safeguarding Leads and staff who may receive disclosures from young people, may find themselves distressed by what they have witnessed or learnt.

ESS Education & Support recognises this possibility and will support staff in this situation via provision of Counselling services or other appropriate support.

11. Recruitment of Staff (employed and Freelance), Volunteers, Consultants and Contractors

ESS Education & Support follows the Safer Recruitment guidelines as described in Keeping Children Safe in Education (KCSIE) September 2022 Part 3 pages 51-85) and aims to 'adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges' (Part 3, page 51).

Full details of ESS's robust recruitment procedures can be found in the ESS Safer Recruitment & Selection Policy and procedures. However, this includes:

- All those employees involved in the recruitment process undertake Safer Recruitment training.
- Appropriate checks are carried out on staff, Directors, and volunteers with those who will be undertaking regulated activities with children, young people and vulnerable adults, including enhanced DBS checks, and that a single central record is kept of such checks.

12. Visitors and Contractors

- Visitors to ESS Education & Support premises are required to sign in.

- Where events draw many visitors to an ESS Education & Support premises, for example an Open Evening, the manager responsible for the event should use their discretion about the need to supervise visitors.
- If an event is being arranged where there will be guest external speakers; a Risk Assessment will be undertaken, to ensure that hazards are identified, and risks managed accordingly to keep children's young people and vulnerable adults safe (e.g. from threat of radicalisation).

13. Staff Training and Development

- ESS Education & Support provides regular Safeguarding, Prevent and other relevant mandatory and non-mandatory training to all staff, volunteers, and consultants.
- The training takes place in a variety of formats, addressing a range of Safeguarding, Prevent and associated topics.
- The mandatory Safeguarding, Prevent and associate courses/training are updated annually (more often if additional learning need is recognised by the Designated Safeguarding Lead during the year).
- A Safeguarding and Prevent briefing is included within the induction programme for new staff, and all new staff will be expected to complete Safeguarding training within their 6 month probation period.
- After the first year of employment, all staff will be expected to undertake a refresh of both Safeguarding and Prevent-related training in each year of employment. This includes (but is not limited to):
 - On-line Safeguarding training
 - Prevent and Channel training.
 - Online safety
 - Forced marriage.
 - Female Genital Mutilation
 - Modern Slavery and Human Trafficking
- At appraisal managers will discuss with staff that year's Safeguarding or Prevent-related training.

14. Monitoring and Review

- This policy will be reviewed at least annually and will be referred to in ESS Education & Support publications and available on the ESS Education & Support website.
- The ESS Education & Support Safeguarding Team will monitor and review this policy on a regular basis; formerly on a 3-yearly basis but in practice at least annually, or when an event occurs or amendments to key legislation are made in the interim. The policy will be reviewed and if required, updated as soon as possible thereafter.
- The Designated Safeguarding Lead will prepare a quarterly report in relation to Safeguarding and Prevent to feed into the ESS Self-Assessment Review for submission to the ESS Education & Support Board of Trustees; so that any areas of improvement can be discussed and agreed.
- Any significant deficiencies or weaknesses, regarding safeguarding and child protection arrangements will be remedied without delay.

This policy should not be read in isolation and should be cross-referenced to other relevant ESS Education & Support student and employment and policies and procedures (please see below).

16. Associated policies

- Student Charter
- Student Disciplinary Policy
- Staff Conduct and Discipline Policy
- Online and Social Media Safety Policy
- Safely Teaching and Meeting online Policy
- Acceptable Use Policy
- Prevent Policy
- Disclosure and Barring Policy
- Equality & Diversity and Recruitment Policy

17. Appendices

Appendix 1 DISCLOSURE

Children, young people, and vulnerable adults have a right to expect ESS Education & Support to provide a safe and secure environment and a fundamental right to be protected from the kinds of harm defined in Section 5.

If a child, young person, or vulnerable adult discloses that she / he, or another child/young person/vulnerable adult, is subject to these kinds of harm or neglect it is essential that you:

<p>Do Act Quickly Do Take Seriously Don't be Afraid to Voice Your Concerns</p>	
<p>Listen carefully but do not, question or interview</p>	<p>It is not the role of ESS Education & Support to investigate allegations of harm or abuse. Disclosure gives the opportunity to gather information to assist in making an informed decision on any further appropriate action or referral to external agencies.</p> <p>Do not ask questions or interview – inexperience can result in unintentional leading questions which could negate some of the information gathered.</p>
<p>Do not make, Judgements.</p>	<p>It is important to remain neutral in your approach and make no judgements on the situation or information given.</p>
<p>Reassure</p>	<p>The child, young person or vulnerable adult is likely to be emotional / angry / distressed / detached / reluctant at the point of disclosure. Quietly reassure them that, following this disclosure you will report further, to enable them to receive the help they need and to take the issue forward appropriately.</p>
<p>Keep accurate notes</p>	<p>Take brief, accurate notes during the meeting if there is an opportunity to do so; or as quickly as possible thereafter if it is not possible during the interview.</p> <p>Try to record any names or relationships disclosed and be specific on the language used.</p>

	<p>Notes are confidential and should be given to a Designated Safeguarding Lead (DSL). No copies should be kept, and no reference should be added to the student file.</p> <p>All notes should be signed and dated by the member of staff (it is not necessary to ask the student to sign the notes).</p>
Refer	<p>All concerns must be reported to an ESS Education & Support DSL, or to the relevant Local Authority Children's or Adult's Social Care team, as soon as possible, and urgently if the child, young person, or vulnerable adult, appears to be in immediate danger.</p> <p>In the case of immediate danger, referral to the police must also be considered and arranged urgently.</p>

In addition, you MUST tell the child or young person that you have to pass this information on to an ESS Education & Support Designated Safeguarding Lead (DSL).

Referral

- All reports of Safeguarding concerns must be referred to a Designated Safeguarding Lead (DSL) as soon as possible after disclosure has been made (see Appendix 2 and section 5).
- Once the initial referral has been made a designated ESS Education & Support DSL will decide on suitable further appropriate action.
- ESS Education & Support responsibility is not confined to the protection of ESS Education & Support students. If any member of staff is made aware of any harm to any child, young person, or vulnerable adult, a referral to a DSL, or a direct referral to the Local Authority's Children's or Adult's Social Care team, should be made.

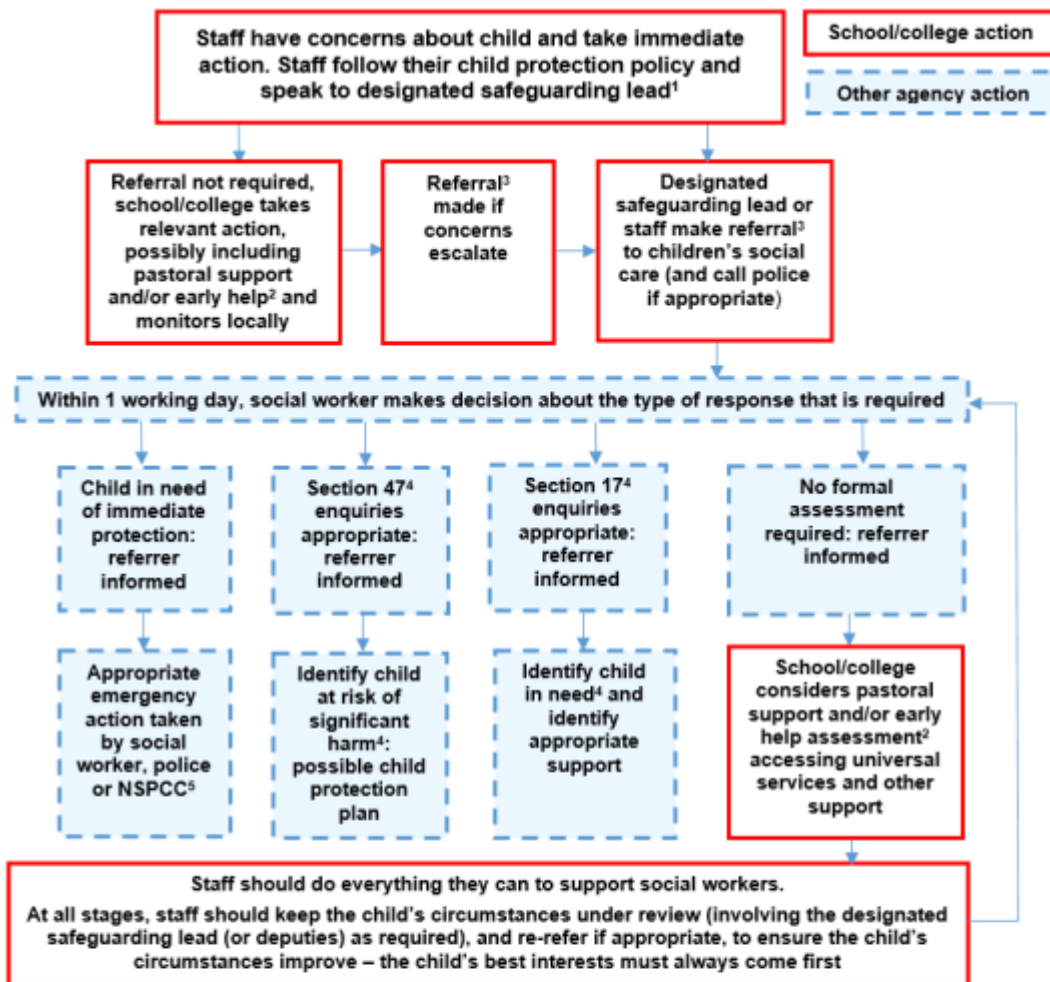
Confidentiality

- Once disclosure and referral have been made the incident should be considered confidential. The situation should not be discussed with any other member of staff (except for a DSL), student or outsider.
- Do not engage the student in any further discussion. If the child, young person, or vulnerable adult tries to instigate further discussion, he/she should be referred to a DSL.
- In some cases, a child, young person, or vulnerable adult will wish to disclose further details and will wish to do so, to the member of staff they first approached to report the safeguarding incident. In such cases, the member of staff should offer to arrange for them to meet with the DSL and/or follow the guidance above, as appropriate to the situation, and pass on the additional information provided to the DSL as soon as possible thereafter.

Appendix 2 Safeguarding Procedure (Somerset)

The ESS Education & Support Procedure follows advice, published in the Keeping Children Safe In Education 2022 (KCSIE) guidance.

Safeguarding Procedure Flowchart (KCSIE 2022 page 22) - Actions where there is a Concern about a child, young person or vulnerable adult



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

ESS Training Safeguarding Concerns Procedure

- Speak with/report to the ESS Education & Support Designated Safeguarding Lead or one of the Deputies.
 - If the Safeguarding concern is not of immediate urgency, use the online Reporting mechanism to report the concern: to be filled in.
 - If the matter is urgent phone a DSL to report the matter and then follow up by completing the online report as soon as possible thereafter.
- For urgent action, and/or if the Designated Safeguarding Lead or Deputy is unavailable:

- If you are worried about a child or young person who could be in danger, please contact:
 - The relevant Local Authority's Children's or Adult's Social Care Team, as appropriate (see contact details below)
 - Or the police
- You can contact the police directly by dialling 101 and they will discuss with Children's Social Care what action should be taken. In an emergency always contact the police by dialling 999.
- If you would like to speak to a social worker outside of office hours, please phone the relevant Children's or Adult's Emergency Duty Team (EDT) - see contact details below.
- Please report any actions taken to the ESS Education & Support Designated Safeguarding Lead or one of the Deputies; so that any further action can be taken as appropriate to provide you with support and respond to queries from Children's Social Care or the Police.

Children's Social Care Teams for areas in which ESS work

- Bristol: <https://www.bristol.gov.uk/residents/social-care-and-health/children-and-families/social-work-contact-details-children-and-young-people>
- Somerset: <https://beta.somerset.gov.uk/education-and-families/social-care/>
- North Somerset: <https://www.n-somerset.gov.uk/my-services/children-young-people-families>
- Bath & Northeast: <https://beta.bathnes.gov.uk/children-young-people-and-families>

Adult's Social Care Teams/Safeguarding contact details for areas in which ESS work

- Bristol: <https://www.bristol.gov.uk/residents/social-care-and-health/adults-and-older-people/report-suspected-abuse>
- Somerset: <https://www.somerset.gov.uk/social-care-and-health/report-an-adult-at-risk/>
- North Somerset: <https://www.n-somerset.gov.uk/my-services/adult-social-care-health>
- Bath & Northeast Somerset: <https://beta.bathnes.gov.uk/adult-social-care-and-health>

Other useful links in relation to Safeguarding in each area in which ESS work.

Bristol: [Keeping Bristol Safe Partnership website. \(bristolsafeguarding.org\)](http://bristolsafeguarding.org)

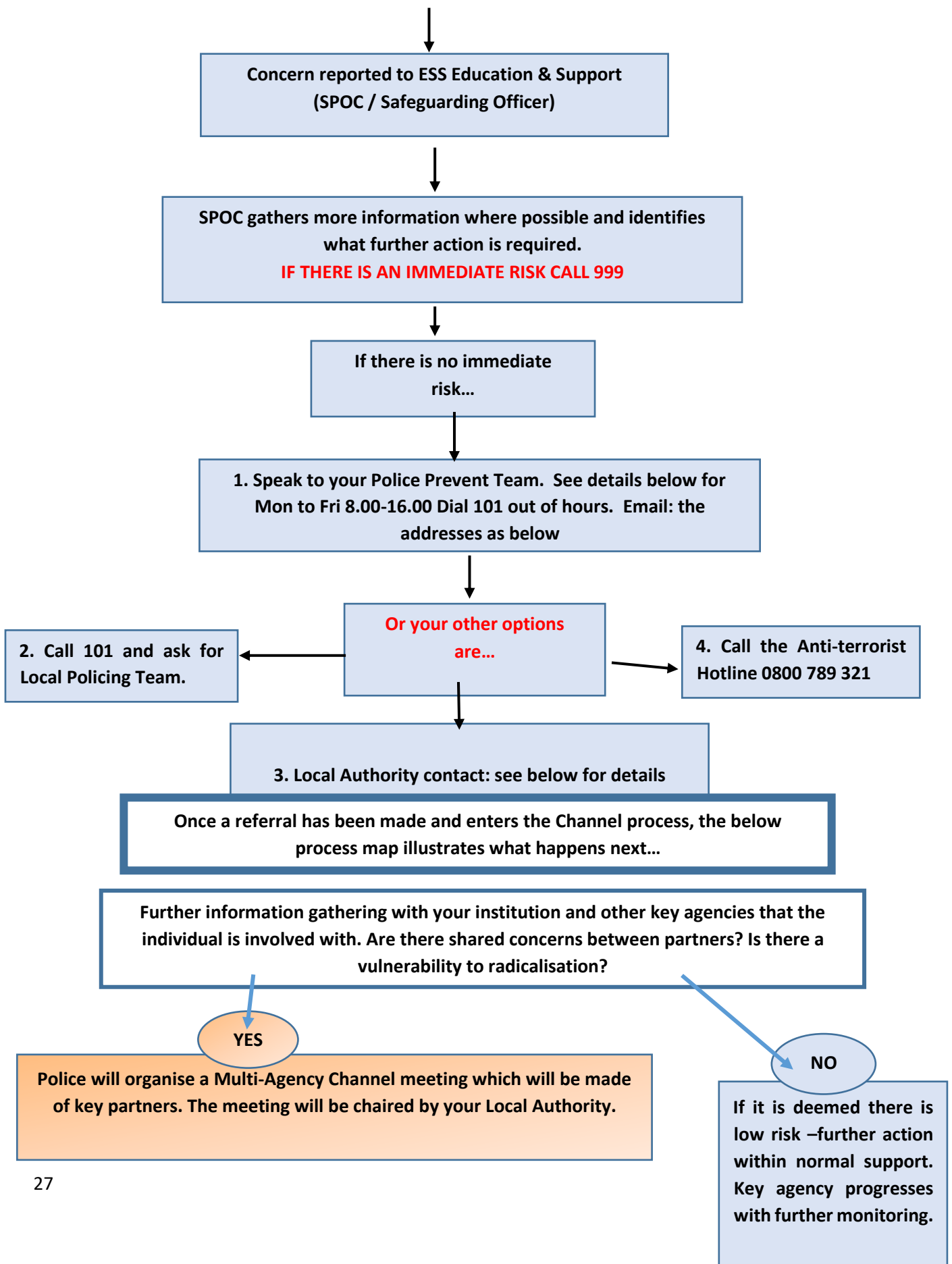
Somerset: [Somerset Safeguarding Children Partnership \(https://somensetsafeguardingchildren.org.uk/\)](https://somensetsafeguardingchildren.org.uk/)

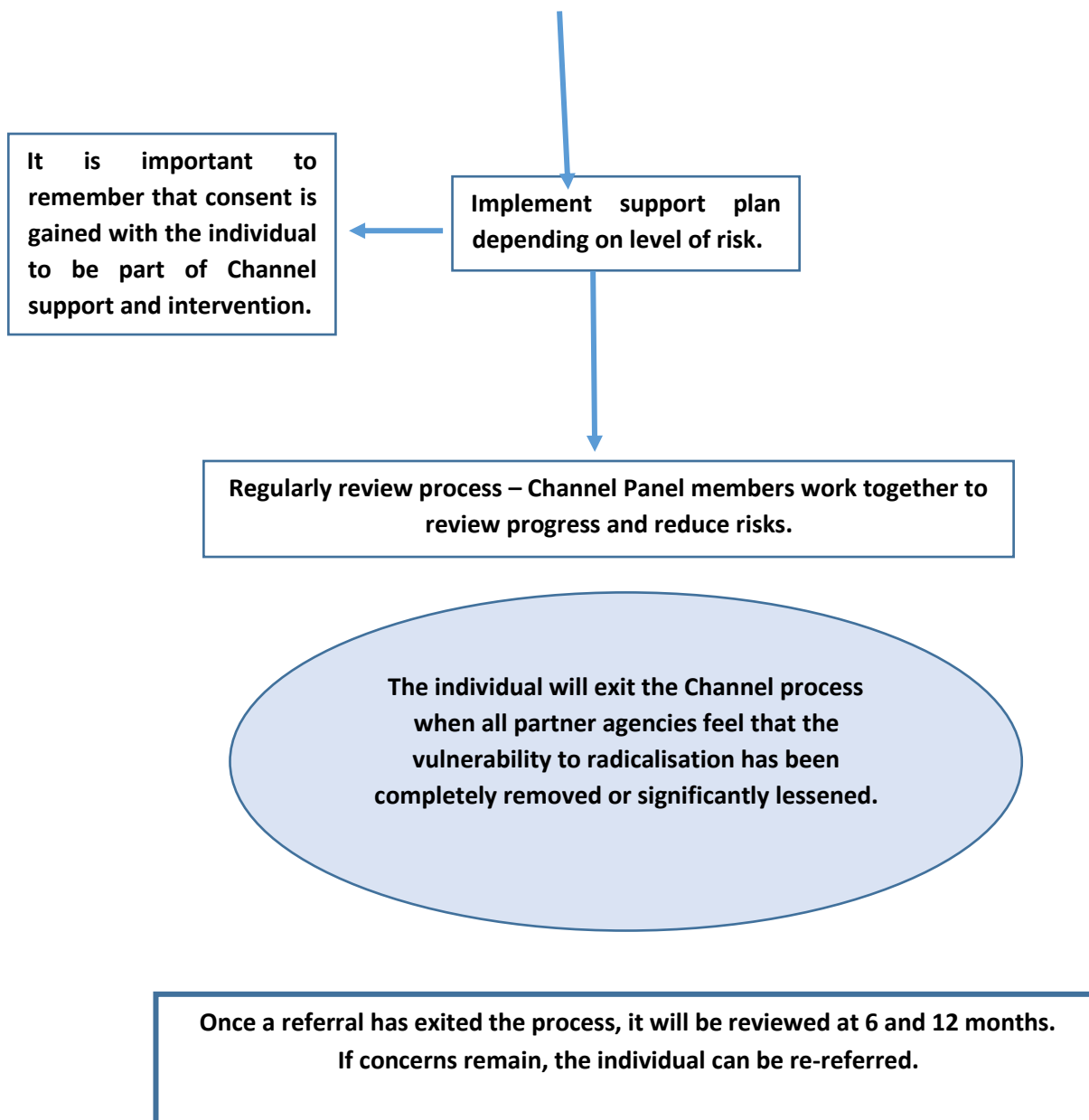
North Somerset: [Safeguarding Landing Site | Safeguarding Landing Site northsomensetsafeguarding.co.uk](http://northsomensetsafeguarding.co.uk)

Appendix 3 - Channel Referral Procedure

It is important for you as a member of staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process to follow:

**Member of staff
Identifies concern.**





Prevent/Channel Referral contacts/links for areas covered by ESS Education & Support

Bristol:

- Police Prevent Team Contact:
 - Bristol Police Prevent Team Telephone: 0117 945 5539, or dial 101 (and ask for the 'Prevent Team' and explain you are calling about extremism or radicalisation)
 - Email: channelsw@avonandsomerset.pnn.police.uk
 - Always dial 999 in an emergency
- Local Authority Contact:
 - For children and young people: First Response:
 - Telephone: 0117 903 6444
 - Email: www.bristol.gov.uk/firstresponse

For adults: Bristol Care Direct

- Telephone 0117 922 2700 Mon – Fri 8.30am – 5pm Out of hours Emergency Duty
- Team Phone 01454 615 165
- Email: www.bristol.gov.uk/caredirect

Somerset:

- Police Prevent Team Contact:
 - Telephone 01278 647466 – Monday to Friday, 8am to 4pm. For out of hours advice, phone 101
 - Email: channelsw@avonandsomerset.pnn.police.uk
- Local Authority Contact:
 - Public Health Specialist – Community Safety, Lucy Macready
 - Phone 07887 955 440
 - Email: LMacready@somerset.gov.uk

North Somerset:

- Police Prevent Team Contact:
 - Telephone: 01179 455 539 or 101 and ask for the Prevent Team or
 - Email: channelsw@avonandsomerset.police.uk
- Local Authority Contact:
 - Jo Mercer, Safer Communities Manager
 - Telephone on 01934 426 880 or
 - Email jo.mercer@n-somerset.gov.uk

Bath & Northeast Somerset:

- Police Prevent Team Contact:
 - Telephone National Prevent Helpline: 0800 011 3764
- Local Authority Contact:
 - Samantha Jones, Strategy & Performance Manager
 - Telephone: 01225 396364
 - Email: samantha_jones@bathnes.gov.uk
 - Helpful National Website -Action Counters Terrorism: <https://actearly.uk/>

Appendix 4 Sharing Information

ESS Education & Support complies with guidance as per the following extract from Keeping Children Safe in Education (KCSIE) September 2022 pages 16-17

- 'Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.
- They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan). Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who must make decisions about sharing information.
- This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).
- DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy).
- Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.'

ESS Education & Support will therefore:

- Securely store any details in relation to Safeguarding incidents in line with DPA and GDPR.
This includes:
 - Record what has been shared, and with whom.
 - Record the reasons for sharing the information.
- Work and share information with external agencies charged with the protection of children and young people. This includes Children's Social Care, the police, local schools etc.
- Share only what it is necessary to share to protect a child or young person.
- Seek to demonstrate excellence in inter-agency cooperation, to enhance the safety and safeguarding of children and vulnerable adults.
- Establish and continue regular contact with the relevant Local Authority Designated Officer (LADO) and seek advice as appropriate.

Appendix 5 - REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF

Introduction

ESS Education & Support recognises that a safeguarding allegation made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

ESS Education & Support recognises that the Children Act 1989 states that the welfare of the child or vulnerable adult is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence, and career. Therefore, those dealing with such allegations within L&F Training will do so with sensitivity and will act in a careful, measured way.

Receiving an Allegation from a Child, young person, or Vulnerable Adult

A member of staff who receives an allegation about another member of staff from a child, young person or vulnerable adult should follow the guidelines in Appendix 1 for dealing with the disclosure.

The allegation should be reported immediately to ESS Education & Support's Designated Safeguarding Lead (DSL). Where the DSL is the person against whom the allegation is made, the allegation should be reported to one of the Deputy Designated Safeguarding Leads or the DSL's managers, who will take the matter forward as appropriate.

The DSL will:

- Obtain written details of the allegation from the person who received it and sign and date these.
- Record information about times, dates, locations, and names of potential witnesses.
 - Note: No investigation is carried out at this stage; just clarification of details provided.
- The DSL will then carry out a Statutory Harm test on the individual against which the allegation has been made, based on the information supplied. This will involve an assessment using the allegation and details already supplied (see below):
- In the event there is a case of concern/allegation that might indicate a person, would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. KCSIE 2022 4:1 p86 should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including employed or freelance teachers (Teaching and Learning Mentors/TLMs), volunteers and consultants/contractors has:
 - 1) Behaved in a way that has harmed a child, or may have harmed a child and/or
 - 2) Possibly committed a criminal offence against or related to a child, and/or
 - 3) Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
 - 4) Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- In the event an individual meets the Harm threshold, then the concern/allegation, needs to be taken forward as appropriate (see Appendix 5 for details). This will include the DSL:
 - Ensuring the child/children are safeguarded, not put at risk and
 - Referring a case of alleged abuse to the Local Authority Children's Social Care team and Police as appropriate and
 - Liaising with the Local Authority Designated Officer (LADO) to agree a course of action.

- In the event an individual does not meet the Harm threshold, then the concern/allegation is deemed to be a low-level concern however must still be treated in all seriousness (KCSIE 2022 Part 1 Section 2 page 99 (KCSIE 4:2 p99) refers and provides further detailed advice). Activities involved in the Low-Level Concern will be as listed in Appendix 2 and will include:
 - Ensuring staff are aware and understand their responsibilities in relation to:
 - The Staff Conduct and Disciplinary Policy
 - This Safeguarding and Child Protection Policy
 - The DSL must ensure:
 - The Child/Children continue to be safeguarded from risk.
 - The Low-Level concern is effectively and appropriately recorded and shared.
 - Any identified additional actions to address the concern are taken; to avoid any recurrence/repetition of the concern in the future.
 - The low-level concern and the individual(s) involved are appropriately monitored to avoid escalation to a situation where the Harm threshold is reached.
 - A referral is made to the LADO in the event, that a low-level concern reveals a pattern of behavior indicating that the Harm threshold has been reached.

Enquiries and Investigations

Safeguarding enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by ESS Education & Support. ESS Education & Support may use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct ESS Education & Support to act in a particular way, however, ESS Education & Support will assist the agencies with their enquiries.

ESS Education & Support internal enquiries should wait while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries should conform to the existing staff disciplinary procedures. The member of staff will be made aware of these rights under ESS Education & Support's disciplinary procedures.

If there is an investigation by an external agency, the Designated Safeguarding Lead (DSL) will be involved in, and contribute to, the inter-agency strategy discussions. The DSL is responsible for ensuring that ESS Education & Support gives every assistance with the agency's enquiries, and that appropriate confidentiality is maintained, in the interests of the member of staff about whom the allegation is made.

Subject to objections from the police or other investigating agency and guidance from the LADO, the DSL shall:

- inform the child/children, vulnerable adult(s) or parent/carer alleging that the investigation is taking place and what the likely process will involve.
- ensure that the parents/carers of the person making the allegation have been informed that the allegation has been made and what the likely process will involve.
- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- inform the appropriate bodies of the allegation and the investigation.
- The DSL shall keep a record of the action taken in connection with the allegation.

Suspension of Staff

In the case of allegations of abuse against a member of staff, suspension will occur:

- where a child, young person or vulnerable adult is at risk.

- where the allegations are potentially sufficiently serious, to justify dismissal on the grounds of gross misconduct.
- where necessary for the good and efficient conduct of the investigation.
- The suspension will follow the process outlined under ESS Education & Support disciplinary procedures. However, where a member of staff is suspended following an allegation of abuse, the DSL will address the following issues:
 - the trustees and the LADO should be informed of the suspension in writing.
 - depending on the nature of the allegation, the DSL will consider whether a statement to the students of ESS Education & Support and/or parents/carers should be made.
- where the DSL has been suspended, one of the Deputy DSLs will need to action, in line with the above, with support from the ESS Education & Support Senior Management Team.

The Disciplinary Investigation

The disciplinary investigation should be conducted in accordance with the existing ESS Education & Support disciplinary procedures.

Allegations without foundation

False allegations may be indicative of problems of abuse elsewhere. A record will be kept, and consideration given to a referral to the relevant Local Authority's Safeguarding Children Board (LSCB) in order that other agencies may act upon the information.

In consultation with the designated senior member of staff and HR, as appropriate, the DSL shall:

- inform the member of staff against whom the allegation is made both orally and in writing that no further disciplinary or child protection action will be taken.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- where the allegation was made by a child or vulnerable adult other the alleged victim, consideration will be given to informing the parents/carers of that other.
- prepare a report outlining the allegation and giving reasons for the conclusion and confirming that the above action had been taken.
- consider whether the allegation made against the member of staff was malicious. In such an event if the child or vulnerable adult is a student at the ESS Education & Support, an investigation under the ESS Education & Support Student Disciplinary Procedures may be undertaken.

Records

It is important that documents relating to an investigation are retained in a secure place (in line with GDPR best practice), together with a record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she will be informed about the ESS Education & Support statutory duty to inform the secretary of state for Education, with reference to the children and Vulnerable Adults Barred Lists.

Appendix 6 – Safeguarding Team Contact Details

ESS Education & Support will ensure an appropriate number of Deputy DSLs, continue to be appointed; to ensure that a designated officer is present.



The current Safeguarding team is:

- Tyler Whitehouse, Chief Administration Officer (Designated Safeguarding Lead) – Tyler.whitehouse@myess.co.uk
- Kelly Criddle, Chief Operations Officer (Deputy DSL for ESS specialising in Children) – Kelly.criddle@myess.co.uk

In addition, all teaching staff (Teaching and Learning Mentors/TLMs) have mandatory Safeguarding and Prevent training and are given additional coaching and support to enable them to:

- Promote safeguarding, prevent and other connected subjects with their learners
- Identify the indicators (e.g. behaviours, body language and verbal indicators) of a Safeguarding or Prevent concern
- Understand how to respond, if a learner approaches them for help/advice on a safeguarding matter
- How to report the concern and obtain support for themselves and their learner(s)