



Safeguarding Policy.VI.3

<u>Last reviewed:</u>	<u>August 2022</u>
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<u>Written by:</u>	<u>Bhavini Mistry</u>

CONTENTS

Page

Summary	3
Named staff & contacts	5
Introduction	6
Safeguarding Commitment	7
Roles and responsibilities	10
General	10
Proprietor	11
Leader of the Provision	11
Designated Safeguarding Lead	12
Records, Monitoring and Transfer	13
Support to students and Provision Staff	14
Working with parents and carers	19
Other Relevant Policies	20
Recruitment and Selection of Staff	20
Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse	21
Appendix 2 - Procedure for allegations against staff and volunteers	25
Appendix 3 - Safeguarding students who are vulnerable to extremism and radicalization	26
Appendix 4 – Female Genital Mutilation	27
Appendix 5 – Absconding procedure	28

SUMMARY - THE MAIN FEATURES

Trained staff members:	Bhavini Mistry	Jadie Wardle
Training to be renewed:	Before 19 January 2024	Before 20 July 2024
Training provider	Leicestershire County Council	High Speed Training

Clover Learning Community aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote student's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues (including online safeguarding issues)
- The DSL will always be on site or contactable by telephone

Clover Learning Community needs to ensure that:

- All staff, volunteers and supply staff have been recruited safely and have undertaken a DBS check
- All staff, volunteers and supply staff know in broad terms what to look for and listen out for in order to safeguard the young people at Clover Learning Community
- There is a Designated Senior Leader (DSL) who acts as a focus for any safeguarding concerns and ensures that any safeguarding issues are reported to the Commissioner or in urgent circumstances to police or social care
- The DSL keeps up to date with changing expectations of safeguarding
- There is a clear system for staff, volunteers and supply staff to report any concerns swiftly to the DSL. Staff, volunteers and supply staff understand that they should listen carefully to any disclosures, take care not to question the person disclosing other than to clarify and keep a note of concerns
- When students are taken off-site to further their learning Clover Learning Community will ensure that there is a stringent level of safeguarding in place, this will include a risk assessment of the journey there and back, as well as the location. Please refer to the Transport and driving policy for measures that take place when transporting students. The Supervision policy and the Educational trips and visits policy will be adhered to.
- There is a clear system to ensure that children and young people do not go to any other locations for activities during the time that they are assigned to the provision unless Clover Learning Community are certain that the location has a stringent level of safeguarding and that the Commissioner is aware.
- There is a clear system for monitoring the children and young people when assigned to the provision to ensure that they do not put one another at risk and to ensure that they cannot misuse IT and internet privileges.

If Clover Learning Community have any incidents that give them concern about the safety and welfare of a student whilst at the provision the Commissioner will be contacted appropriately.

If a student might have:

- Brought a knife or other weapon to the provision

- Brought drugs or alcohol to the provision
- Been involved in any serious aggression towards other students or staff
- Accessed unauthorized sites on the internet whilst at the provision
- Becoming involved in any serious incidents of bullying, sexism, racism
- Tried to influence or come under the influence of others to become involved in criminal, racist or sexist behaviour
- Been on the receiving end of emotional, physical or sexual abuse
- Displaying signs of mental health issues
- Displaying sign of physical health/development

The Commissioner should be contacted.

Named staff and contacts

- Designated Safeguarding Lead: Bhavini Mistry
- Deputy Designated Safeguarding Lead: Jadie Wardle
- Prevent Single Point of Contact (SPOC): Bhavini Mistry
- Safeguarding and Improvement Unit contacts at Leicestershire County Council:

Claver Learning Community will ask the commissioner when students are referred to provide the contact details of the relevant safeguarding staff at the provision, in case they need to be contacted. The Leicestershire Secondary Education and Inclusion Partnership Coordinator will be reported of any concerns in addition to any direct action that is taken. The contact details for the partnership are listed below:

Anne Tookey HBEP	atokey@hbep.co.uk
Chris Armond	Chris.Armond@citacademies.co.uk
Helen Masoum MBP	hmasoum@wreake.bepschools.org
Charlie Scott NWLLIP	charlie.scott@castlerock.org.uk
Elise Rogers SLIP	erogers@countesthorpe.cc

Service Manager – First Response

Kay Fletcher kay.fletcher@leics.gov.uk, 0116 3055138

LADO / Allegations	
Kim Taylor	0116 305 5641
Lovona Brown	0116 305 8161

Development Officers	
Simon Genders	0116 305 7750
Ann Prideaux	0116 305 7317
First Response Children's Duty (Same-day referrals)	
Telephone	0116 305 0005
Email	childrensduty@leics.gov.uk
Address	First Response Children's Duty
	Room 100b, Pen Lloyd Building, County Hall
	Championship Way
	Glenfield LE3 8RF
All other referrals including Early Help Services	
http://lrsb.org.uk/childreport	This contact information is for children and young people who reside in the county of Leicestershire. Those with residence in the City of Leicester should be referred to the equivalent services provided by the City Council
Email	earlyhelpreferrals@leics.gov.uk
Telephone	0116 305 8727
CAMHS advisory service for professionals	0116 295 5048
Leicestershire Ed Psychology Service	0116 305 5100
UAVA Professionals Advice and Referrals	0116 255 0004

'Child' is defined in law (Children Act 1989) as under the age of 18. (The term "child" refers to children and young people). The support to children under this act is extended to young people over the age of 18 until the age of 25 who are defined as vulnerable under the Children (Leaving Care) Act 2000.

'Safeguarding' means protecting children from abuse and maltreatment; preventing harm to their mental and physical health or development and ensuring children grow up with the provision of safe and effective care and are able to have the best outcomes.

1 Introduction

1.1 Clover Learning Community fully recognises the contribution it can make to protect children and support students attending our organisation. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance. Staff are aware that the students at Clover Learning Community have additional needs including mental health needs. These needs can make the students vulnerable to exploitation.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2020 and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive provision atmosphere, teaching and pastoral support to students, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to students and provision staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 Staff and volunteers are asked to consider the 5 R's in relation to safeguarding.

- **Recognition** The ability to recognise behaviour that may indicate abuse is of fundamental importance. Whether the abuse may occur on the premises of the provision, in the home or in any other setting in which the learner may find themselves. All those playing a role in meeting the student needs should be aware and informed so that possible abuse can be recognised, investigated and acted on seamlessly and effectively. Signs and indicators of abuse in students may include direct disclosure. A student may choose anyone in the provision to disclose to, all staff are trained to recognise and respond to this situation, and how to report a concern. Staff must be vigilant and, rather than waiting for a disclosure, recognise young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes. Staff must be aware that that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their

experiences as harmful. All staff are made aware the importance of building secure and trusted relationships.

- **Response** - No report about possible abuse or neglect should ever be ignored. Staff are trained to respond appropriately. Any disclosure is recorded using the incident report form (see Appendix 6). The form is a guide for the member of staff who is dealing with the disclosure. Staff are trained to ensure they are calm, effectively empathetic, ask closed questions and gather enough information to pass on the disclosure. Staff are trained to not promise about what will happen next or that they will not yell anyone. If the student is in danger the DSL will be informed as soon as possible. Staff are able to reassure victims that they are being taken seriously and that they are supported and kept safe. The student who is disclosing the incident that they are creating a problem or be made to feel ashamed for making a report.
- **Report** – Report your concerns to the DSL in the first instance (even if this is a professional curiosity about a concern). Staff 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 a local authority children’s social care. Once you have reported concerns about the abuse to the DSL it is their responsibility to take further action.
- **Recording** – staff record precisely what has been alleged, using key phrases and words the individual used. The incident report form will be used to record all information from the student making the disclosure. This record is passed on, in person where possible, to the DSL, it will be securely, and separately to students’ individual files. The information is only accessible to those who have responsibility over safeguarding matters.
- **Referral** – The DSL will gather enough information to make a referral, if required by talking to the appropriate people inside or outside the organisation, and a decision as to what action to take will be made. The referral will only be made by the DSL, discussions with outside agencies will only be discussed with the DSL and any further action will be taken by the DSL.

See Appendix 6 for reporting procedure.

1.4 This policy applies to all staff, directors and visitors to our organisation. Child protection is the responsibility of **everyone**. At Clover Learning Community we will ensure that all parents and other working partners are aware of our Safeguarding policy by mentioning it in our induction to new staff, regular updates to all staff and visitors will be briefed. The website alongside student inductions and meetings with parents will raise awareness.

1.5 Extended activities

Where external agencies or bodies come to Clover Learning Community to provide services or activities and are self-employed, those individuals will be added to the Clover Learning Community Single Central Register. They will have an enhanced DBS with barred list check through Clover Learning Community before they perform any regulated activity.

2 Safeguarding Commitment

2.1 Clover Learning Community adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage students and parents to feel free to talk

about any concerns and to see this Provision as a safe place when there are difficulties. Student's worries and fears will be taken seriously and children are encouraged to seek help from members of staff. Child abuse is a generic term encompassing all ill-treatment of children and young people including emotional abuse, neglect, physical and sexual assaults, including child sexual exploitation and cyber bullying as well as cases where the standard of care does not adequately support the child's emotional health or development, for example where they are living with neglect, domestic abuse, emotional abuse and or adult mental health or substance abuse.

2.2 Children and young people may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm. Abuse can occur anywhere be it in a family, sport, institutional, community or faith setting. It can also occur, online via the internet, texting and via other social media activities.

2.3 Defining abuse is not always easy, and it is not the responsibility of our organisation to determine whether a child or young person has been emotionally, mentally or physically abused or is at significant risk of harm. We do, however, recognise that we have a fundamental responsibility to act and pass on information and our concerns to the appropriate agencies if we have any concerns

2.4 Clover Learning Community will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to;
- Ensure that students know that there are adults in the provision whom they can approach if they are worried or are in difficulty;
- When commissioned to do so by the SEIPS, include in the curriculum activities and opportunities for PSHE/Citizenship which equip students with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Always report any concerns we have back to the commissioning Partnership
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies if required to do so;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with students, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

2.5 Safeguarding in the Curriculum

The following areas are among those addressed in Life skills and in the wider curriculum

by schools and the Partnerships. We contribute to these areas when appropriate to our offer at the request of the commissioning Partnership / school.

Clover Learning Community understands that preventative education is the most effective way of preventing a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

We aim to be vigilant in identifying any concerns that we might have in these areas and reporting them back to the commissioning Partnership / school. The areas that are covered in our PSHE curriculum include (but are not limited to) :-

- Bullying/cyberbullying
- Drugs, alcohol and substance abuse
- County Lines
- e-Safety / Internet safety
- Stranger danger
- Fire and water
- Road safety
- Domestic violence / relationships / consent
- Sexual abuse and harrassment
- Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 4),
- Sexual exploitation of children (CSE), including online
- LGBT including homophobic, biphobic and transphobic bullying and abuse
- Preventing Extremism and Radicalisation (see appendix 3)
- Emotional abuse
- Sexting
- Mental health awareness

For a more detailed outline of the PSHE curriculum, refer to the PSHE scheme of work.

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the provision.

The name of the Designated Safeguarding Lead for the current year are listed at the start of this document.

3.2 Proprietors

In accordance with the Statutory Guidance “Keeping children safe in education” September 2022, the Proprietor will ensure that:-

- Clover Learning Community has a Safeguarding Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- Clover Learning Community operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of Clover Learning Community who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after provision and out of term time activities.
- The Designated Safeguarding Lead undertakes effective training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with students are made aware of the Clover Learning Community arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education). The Local Authority Induction leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” September 2018 will be used as part of this induction.
- Any deficiencies or weaknesses brought to the attention of the Proprietor will be rectified without delay.
- The proprietor deals with any allegations of abuse made against the senior leader of the organization.
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings” May 2019”. Information is provided to LEBC on this practice at their annual audit carried out on behalf of schools and Partnerships
- The Clover Learning Community contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 as requested by the commissioner. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

3.3 Leaders of the Provision

Clover Learning Community will ensure that:

- The policies and procedures adopted by the Proprietor are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at the provision may pose a risk of harm to a child or young person are notified to the commissioning Partnership / school who will advise on next steps
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner (see Managing Allegations Policy). The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

3.4 Designated Safeguarding Lead

Commissioners have the responsibility for responding to information the organisation passes to them concerning all issues related to the scope of this policy. Each Commissioner has a duty to appoint its own DSL and to ensure that the DSL meets the requirements of the list below. Our organisation has its own DSL who is aware of the full list of requirements and participates in training offered by commissioners to support our effectiveness.

The responsibilities of the Designated Safeguarding Lead are found in **Annex B of "Keeping children safe in education"** and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004. (This will usually be done by referral via the commissioner)
- Liaison with the Proprietor, the commissioner and – via the commissioner - the Local Authority on any deficiencies and how these should be rectified without delay.
- Support the commissioner in the management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the Clover Learning Community
- To attend and contribute to child protection conferences when required – and after

discussion with the commissioner

- Be alert to the specific needs of children in need, those with educational needs and young carers
- Ensure each member of staff has access to and understands the Clover Learning Community's Safeguarding policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing, and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with **Part 1 of "Keeping children safe in education" and Annex A** to those working directly with.
- Ensure all staff have annual Safeguarding training with regular updates/reminders throughout the academic year.
- Keep detailed, accurate and secure written records of **all** concerns, referrals and outcomes;
- Obtain access to resources and effective training for all staff and attend refresher training courses provided by the commissioner. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.
- The DSL will ensure that DSL training is updated every 2 years within the Leicestershire County Council.
- Keep strong local network relationships with the following agencies and other relevant agencies: the Leicestershire County Council, The Safeguarding Community and other local DSL's.

4. Records, Monitoring and Transfer

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our organisation. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies or back to the commissioner. Information about students, will be treated with the strictest confidence. Only relevant staff will have access to this information.
- Electronic information will be stored with a two-factor authentication process.
 - Paper information will be stored behind 2 locked areas, only senior staff will have access to this information.

- Information will be kept for 6 years.
 - Electronic information will be deleted appropriately from all files.
 - Paper information will be shredded appropriately.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Proprietor. Commissioners are always informed of any new information being placed on record and have the responsibility to ensure that such information follows the student if he or she moves on to another setting or location.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 All records kept about students will adhere to the GDPR guidelines (refer to the Data Protection Policy for further information). **It must be noted that fears about sharing information must not stand in the way of the welfare of the child. Speak to the DSL if in any doubt.**

5. Support to students

5.1. Clover Learning Community recognises that students who have SEND (diagnosed or undiagnosed) require additional support and attention. We understand that students require extra support when communicating with staff or volunteers.

We recognise that students who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children Clover Learning Community may be one of the few stable, secure and predictable components of their lives. Other students may be vulnerable because, for instance, they have a disability, are in care, they are a carer themselves, have been previously looked after or are experiencing some form of neglect. **Staff at Clover Learning Community understand that abuse can occur outside of a student's family / family home or online, for example, children can be vulnerable to sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.** At Clover Learning Community seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students with Special Educational Needs or a disability. We will seek to provide such students with the necessary support and to build their self-esteem, confidence and mental health.

Clover Learning Community recognises the importance of PSHE in the curriculum in teaching students how to stay safe in their communities and online. All students referred to Clover Community are expected to take NCFE qualifications in PSHE / RSHE, and work towards a range of awards / certificates that promote positive mental health.

5.2. Child on child Abuse - Clover Learning Community recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred

on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, cyber bullying, upskirting, aggravated sexting and physical violence experienced by both boys and girls **and witnessing / hearing the ill-treatment of others**. This kind of abuse extends to intimate relationship between peers. There are separate provision and local authority or LSCB guidances and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in consultation with the commissioner in order to ensure the safety of all staff and students.

- 5.3. **Sexting** – Our organisation will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery; sharing nudes or semi-nude images/video). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the organisation’s response on a case by case basis and we will always discuss and agree any actions that we intend to take with the commissioner.
- 5.4. **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender. Sexual violence and sexual harassment can happen in or outside of the setting as well as online and the need for ‘it could happen here’ approach is carried out here at Clover Learning Community. **Staff are made aware that a student who has witnessed or heard this type of harassment is impacted also.** Our organisation may support children and young people in learning about “healthy and respectful behaviours” as part of the curriculum for PSHE when we have agreed with the commissioner to deliver this as part of our provision. The provision’s response to the student’s report will be taken with the utmost care; the student will be supported. Should the perpetrator be a student at Clover Learning Community the student will safeguard both the victim and the alleged perpetrator. In any case the commissioner will be contacted in the first instance.
- 5.5. **Children Missing from Education** – our organisation recognises the entitlement that all children have to education. If we have any reason to think that a young person attending our organisation is not receiving their educational entitlement we will raise it with the commissioner. We recognise that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Clover Learning Community recognises that our student cohort fall into those most at risk of missing education. Daily attendance registers, both am and pm are required by our commissioners using our service. Refer to Attendance Policy for further guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

- 5.6. **Child sexual exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). It must be noted that forcing a child to take part in sexual activities do not necessarily involve violence (this can include being a witness or hearing abuse on others). Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.
- 5.7. **So-called 'honour-based' violence & Forced Marriages** - (HBV/A) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 5), forced marriage, and practices such as breast ironing. Forced Marriages can occur under duress and where consent is not given freely by the young person. In 2019 the Forced Marriage Unit handled 1,355 cases. All forms of so-called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- 5.8. **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead and on to the commissioner so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunty or sibling). Complaints or concerns raised by parents or students will be taken seriously and followed up in accordance with the provision's complaints process.
- 5.9. **Contextual Safeguarding** - Contextual safeguarding, recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in provisi
- 5.10. on or college (peer group abuse), in the local community (gang violence or knife crime) or online (risk of child sexual exploitation) including young mothers. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children.
- 5.11. **County Lines** - County lines is the term used by police and partners for urban gangs supplying drugs to suburban and rural areas, market and coastal towns using dedicated mobile comp lines. Gangs use children and young people to move drugs and money to and from the urban area. It is a major cross-cutting issue involving drugs, violence, gangs, safeguarding, exploitation, modern slavery and missing persons. Our organization recognizes the signs for county line and will always work towards a multiagency response.
- 5.12. **Child Criminal Exploitation (CCE)** - occurs 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. The victim may have been criminally exploited even if the activity appears consensual. As a provider we recognize using tools such as contextual safeguarding alongside an understanding of the different ways in which children may be exploited will support us in recognizing and responding to CCE. It is important to note that the experience of girls can be very different to that of boys who are being criminally exploited. Girls may be at higher risk of sexual exploitation.

- 5.13. **Domestic Abuse impacting children and young people** - The impact of domestic abuse on children and young people can have a devastating that can last into adulthood. One in seven (14.2%) children and young people under the age of 18 will have lived with domestic violence at some point in their childhood (Womens Aid 2018). **A child who has witnessed or heard domestic violence taking place is also under harm. The harm is caused to their health, well-being, development, and ability to learn.**
- 5.14. **Emotional abuse** - makes behaviour that is ‘controlling or coercive’ towards another person in an intimate or family relationship’ punishable by a prison term of up to five years. There are a variety of types of behaviour that could be classed as emotional abuse. These include: intimidation and threats, criticism, undermining, being made to feel guilty, economic abuse and telling what you can or can’t do.
- 5.15. **Upskirting** is a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission. The Voyeurism Act outlaws ‘upskirting’ where the purpose is to obtain sexual gratification, or to cause humiliation, distress or alarm. This includes instances where culprits say images were just taken ‘for a laugh’ or when paparazzi are caught taking intrusive images. It creates 2 new offences under the Sexual Offences Act 2003.
- 5.16. **Cyber crime** is a criminal activity using computers and or/the internet. Cyber-enabled crimes are crimes that can happen off-line but are enabled at scale and at speed on-line). Cyber-dependent crimes can only be committed by using a computer. Cyber-dependent crimes include: unauthorised access to computers (illegal ‘hacking’), denial of Service attacks or ‘booting’ – these are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic; and making supplying or obtaining malware such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.
- 5.17. **Online safety** students are safeguarded from potentially harmful and inappropriate online material. The risk to students is categorised into four areas: content – being exposed to illegal, inappropriate or harmful content, contact – being subjected to harmful online interaction with other users, conduct – personal online behaviour that increases the likelihood of, or causes harm, commerce – risks such as gambling, inappropriate advertising, phishing and or financial scams.
- 5.18. **Prevent duty** – children and young people are vulnerable to ideology and radicalisation. There are 3 categories that are used in relation to the Prevent Duty:
- **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.

Radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Clover Learning Community is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015).

5.19. The key points that we will work **with the commissioner** on:-

- Inform the DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved student unless by doing so the student is put at risk
- Images will not be viewed by provision staff
- If provision is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

Absconding procedure

Due to the nature of our students, sometimes situations may arise and the student will leave the premises without permission. We always endeavour to make every effort to prevent/de-escalate these situations.

- When a student leaves the premises we patrol the local area, however we do not chase, as we run the risk of the pupils going further afield, or will increase the level of risk of the pupil running across roads. We do, however, monitor from a distance or until no longer visible.
- If a student does not return and we have not had sight of the student(s) for 10 minutes then we contact the commissioner to report them missing, we then contact the parents/carers to report their child missing to the Police. (For LAC we are responsible for contacting the schools safeguarding coordinator who will contact Social Workers).
- If a parent/carer requests us to contact the Police we use 101 Non-emergency Number.
- We complete an incident/absconding form quoting the Police Log Number.
- We keep the commissioner completely updated and record all telephone calls and incidents in the Electronic Diary/Red Book, the incident/absconding and Police Log Number must be quoted each time an entry is made
- Refer to Appendix 6 for flowchart
- All information regarding absconding are monitored by the senior staff as these are recorded on the Absconding Data Base and will be used for further planning for a child/young person's, care, behaviour or Risk Assessment, where necessary.
- On return to the provision;
 - Inform the proprietors.
 - The commissioner will be informed. Social Worker by Safeguarding Coordinator (if Applicable)
 - Police informed of pupils return.

- Post incident feedback will be initiated and fully documented in the electronic diary/red book quoting incident Number and Police Log Number. The student's Risk Assessment will be updated.
- All documentation of absconding must always have Day, Date, Times, any persons who have been contacted with and an Incident Log Number.

Local Protocol and Procedures Children Safeguarding boards.

<https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2017/1/17/children-missing-education-policy-aug2016.pdf>

- Keeping Children safe in education (relating to concerns why the child absconded and potential Risk whilst not in the care of the School) – September 2022.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Statutory Guidance on Children who run away or go missing from home or care – September 2020.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3.pdf

6. Support for Staff

- 6.1. Staff are given time at the end of the day where they can brief other staff members on student behaviours, patterns and management practice. This promotes a safe culture where staff are given the opportunity to share concerns with each other. Supervision meetings are scheduled every month with the DSL as part of a staff supervision process.
- 6.2. As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead (DSL) about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support and may consult with the Commissioner if necessary. The Education Support helpline is available to all staff, staff are made aware in their training.

<https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>

Harmful sexual behaviour support services. Available Monday to Friday 8am to 8pm, 0344 225 0623

hsbsupport@swgfl.org.uk

6.3. If you have concerns about a member of staff, please refer to the Managing Allegations Policy.

7. Working with parents/carers

7.1. It is the responsibility of the commissioner to:

- Ensure that parents/carers have an understanding of the responsibility placed on the schools, Partnerships and Providers for child protection by setting out its obligations in

the school prospectus.

- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children’s Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.
- At the time when the DSL at Clover Learning Community reports a concern to the commissioner a check will be made to ensure that there is a clarity about who will inform parents/carers and when. If Clover Learning Community makes an emergency contact with child protection agencies this will be followed by contact with the commissioner to ensure the same clarity.

8 Other Relevant Policies

8.1 The Proprietor’s statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports the following policies and documentation;

- Safer recruitment Policy
- Behaviour Policy
- Staff Code of Conduct
- Managing Allegations Policy
- Anti-Bullying Policy
- Attendance Policy
- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Educational trips and visits Policy
- First aid Policy
- Health and Safety Policy
- Sex and Relationships Education Policy
- Risk assessments for site Security
- Equality and diversity Policy
- e-safety Policy
- Transport and driving Policy

The above list is not exhaustive but when undertaking development or planning of any kind the Provider will consider the implications for safeguarding and promoting the welfare of children.

9 Recruitment and Selection of Staff

9.1 The Proprietor takes note of advice on education of adults working with children in safer recruitment processes contained in the Statutory Guidance: ***Keeping children safe in education September 2022, Part Three: Safer recruitment.***

- 9.2 The Proprietor will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 9.3 The Provision has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 9.4 In line with statutory requirements, every interview panel for Provision staff will have at least one member (teacher/manager) who has undertaken safer recruitment training.
- 9.5 Staff and volunteers recruited by Clover Learning Community have an enhanced DBS check, criminal checks and Barred List checks.
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APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on [LSCB website](#)) The Designated Safeguarding Lead is expected to be aware of these, particularly the referral processes. **However the first step will be to contact the commissioner and the Provision will make a direct referral only when that contact has not been successful or in emergency.**
- 2) It is important that all parties act within 24-48 hours and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line on 0116 3050005, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

B. FLOWCHART FOR PROCEDURE FOR REPORTING SAFEGUARDING CONCERNS

Safeguarding concern arises from information which indicates that a child has or may have been affected by:

- Behaviour that has harmed (or may have harmed) a child(ren)
- Been exposed to criminal activities that could or have caused harm to a child(ren)



Explain to the child that you will **share this information** with a senior member of staff in order to **help** them

Listen carefully to and **take seriously** what the child is saying

Reassure the child who has made the disclosure to you and say that they have done the right thing and **assure them that you believe them**

Give the child **time to talk**, but **do not probe or ask leading questions**. Investigation is not your responsibility

Do not promise to keep secrets. All allegations of harm or potential harm **must be** acted upon.

Record what has been said as soon as possible after the conversation and ensure that a **Designated Safeguarding Lead (DSL) is notified immediately.**

Do not confront the person subject to the allegation



As soon as you can, complete a cause for concern form (located in the office above the printer).

If you are noting bruising or marks, be sure to include the size, quantity and colour of the bruising or marks on the diagram.

Hand the cause for concern form to a member of the safeguarding team

If a member of the safeguarding team is unavailable, hand the form to the administrator




The DSL will proceed with the matter and should inform you of any appropriate next steps. If you do not hear from a DSL within 24 hours, please make contact with them.

Designated Safeguarding Lead (DSL) : Bhavini Mistry
Deputy Designated Safeguarding Lead (DDSL) : Jadie Wardle

C. Designated Safeguarding Lead – main procedural steps to be taken in discussion with the Commissioner.

(NB It may not be necessary for the Provision to follow all these steps if the Commissioner is taking action. Special note should be taken of clauses 4, 6 and 7 where the Provider may need to take urgent action)

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
 - 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
 - 3) Share information confidentially with those who need to know; the correct agencies must be informed if they are involved with a student.
 - 4) Where there is a child protection concern requiring immediate, same day, intervention from Children’s Social Care, the First Response Children’s Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children’s Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
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- 5) If the concern is about students using harmful sexual behaviour, refer to the separate guidance. “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance).
 - 6) If it appears that urgent medical attention is required, arrange for the student to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the student has been taken to hospital.
 - 7) Exceptional circumstances: If it is feared that the student might be at immediate risk on leaving the Provider’s site, take advice from the First Response Professionals Consultation line (for instance about difficulties if the provision day has ended, or on whether to contact the police). Remain with the student until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the student, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children’s Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with students has:

- behaved in a way that has harmed a student, or may have harmed a student;
- possibly committed a criminal offence against or related to a student; or
- behaved towards a student (s) in a way that indicates he or she would pose a risk of harm to children.

Relevant documents: ***DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2022*** (part 4: Allegations of abuse made against teachers and other staff)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Proprietor
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Proprietor, **report immediately to the Commissioner**. Pass on the written record. (If there is difficulty reporting to the Commissioner, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

2) Proprietor

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. **Before taking further action notify and seek advice from the Commissioner** who will take advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. May be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Ensure the Commissioner has reported to First Response Children’s Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.

v. Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or NCTL, depending on the outcome.

APPENDIX 3

Safeguarding students who are vulnerable to extremism and radicalisation

Clover Learning Community recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our students being drawn into terrorism.

These include:

- Assessing the risk of students being drawn into terrorism
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training (Prevent)
- Appropriate online filtering

Clover Learning Community is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Clover Learning Community seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who will contact the Commissioner. The Commissioner has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 4

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the **FGM Act 2003** (“the **2003 Act**”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ [introduces a mandatory reporting duty](#) which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

‘Known’ cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003

The Provision’s response to FGM will take into account the government guidance, **“Multi-agency statutory guidance on female genital mutilation” April 2016**. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead who will pass information to the commissioner. DSL’s should note that the Commissioner may seek a report to be passed to the Police. The DSL may also contact the [National FGM Centre](#) for advice.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children’s Social Care.

If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order. FGM orders information can be found [here](#).

APPENDIX 5

ABSCONDING PROCEDURE

