



The Safeguarding & Protection of Young People in Our Care Policy

(R.E.A.L. Education Ltd.)

Named Designated Safeguarding Lead(s)

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If at any point there is a risk of immediate serious harm to a child, or a genuine concern that appropriate action hasn't been taken, a referral should be made to Children's Social Care and/or the police immediately. Anybody can make the referral.



Principles

Safeguarding is defined by the Children's Act 1989 and Joint Chief Inspectors Report on arrangements to Safeguard Children (2002) as meaning:

- Agencies [and organisations] working with children and young people take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised.
- Where there are concerns about children and young people's welfare, all agencies [and organisations] take all appropriate actions to address those concerns, working to agreed local policies and procedures, working in partnership with other local agencies.

The Principles of this Policy are:

1. The welfare of the young person is paramount.
2. R.E.A.L. Education will work together with other relevant agencies.
3. R.E.A.L. Education will be open with parents as long as this does not put the young person at risk.
4. Confidentiality is important in all cases, but not at the expense of the welfare of the young person.
5. R.E.A.L. Education accepts the duty of care to all young people with which it works and will ensure that the activities it runs and the environment it works in are safe.
6. R.E.A.L. Education recognises the existence of unidentified abused children and that some of these may present in activities organised by R.E.A.L.
7. Each staff member, volunteer or staff contracted from outside agencies is responsible for ensuring that the policy is translated into action through his or her daily practice.

R.E.A.L. Education and its partners will ensure that all staff and volunteers interacting with young people are aware of their responsibilities for safeguarding the welfare of the young people. This will be done through providing training and support in helping them understand the needs of the young people with whom we work, as well as ensuring they understand their individual and organisational responsibilities when working with young people.



R.E.A.L. Education will facilitate regular updating of training for all staff engaged in delivering its services. It is the responsibility of all members of staff to ensure that their working knowledge is updated at this training. Safeguarding training starts at the induction programme for all new staff engaged in the activities of R.E.A.L.

Commitment to Procedures

R.E.A.L. Education is committed to the principles which have been outlined and will implement them through the guidelines laid out in this policy. Each staff member is responsible for ensuring that the policy is translated into action through his or her daily practice.

Legal Basis of R.E.A.L Education Ltd.'s Role

The role of R.E.A.L. Education is not to investigate these matters. As issues arise, R.E.A.L.'s role will be to record events. All concerns should be referred immediately back to the Designated Safeguarding Lead (DSL) from where the matter will be referred to the commissioning organisation. From there, information will be passed on to either the Police or the relevant Children's Social Care Department if relevant. At times of high workload and to ensure quality standards are upheld, other members from the R.E.A.L leadership team, who are DSL trained, may be utilised to complete work on behalf of R.E.A.L Education.

The Role of the R.E.A.L Education Leadership Team (RLT)

It is the role of the R.E.A.L Leadership Team to disseminate information and 'lessons learnt' from either company practice, local childrens safeguarding practice reviews, and rapid reviews (through the local Children's Safeguarding Partnership), or national legislation and guidance. The R.E.A.L Leadership Team, through the DSL Forum, will have an overview of all safeguarding incidents within R.E.A.L. to enable staff training to be targeted and meaningful.

The Role of the Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead (DSL) to follow up all potential safeguarding issues and to make referrals to other agencies when appropriate, and with the support of the relevant Learning Manager. During term time a DSL is always available (during teaching hours)



for staff to discuss any safeguarding concerns. At least one member of the DSL team will be available to contact during any school led out of hours or out of term activities.

All DSL's will be trained to the relevant Local Authority standards and complete refresher training at least every 2 years. They will also take part in internal safeguarding forum meetings and local authority organised events in order to keep up-to-date with issues and child safeguarding practice reviews.

The DSL's participate in the in-house Forum, this is a network of safeguarding professionals, with clear Terms of Reference, and an annual development plan which is monitored quarterly.

Safer Recruitment

R.E.A.L. Education ensures safe recruitment by undertaking the following procedures;

- All those involved in recruitment have completed safer recruitment training.
- Qualification checks.
- Enhanced DBS checks.
- National Insurance and photo ID information.
- Reference checks.
- For qualified teachers only, teachers will be subject to a prohibition check of the teacher reference number.
- Disqualification under the Childcare Act (for those working with under 8 years old outside of school hours)
- All registered proprietors and members of the leadership team, and all other managers at R.E.A.L. Education will be subject to an enhanced DBS check, including section 128, and recorded on the Single Central Register.

All those individuals involved in the management of R.E.A.L Education will be subject to an enhanced DBS check including S128 checks (and only a S128 check if not in regulated activity) and recorded on the single central register.

An accompanying policy outlines our safer recruitment commitments in full detail, including all procedures and practice for recruitment.



Records of Issues and Incidents

The young person at the centre of any safeguarding issue has a need for confidentiality. Therefore, R.E.A.L. Education has a need for security to ensure this confidentiality. However, this is not absolute confidentiality, and all records should be available for inspection by any investigating body.

All safeguarding incidents will be recorded using a recognised child protection online system (CPOMS) with restricted access. Some paper files are also kept, securely, if originating before September 2019.

Sharing of Information with R.E.A.L.

No one will make decisions within R.E.A.L. about safeguarding issues on their own. The only decision to make is whether to refer the matter on to an investigating body. This decision will normally be made through discussion between the Learning Manager or Provision Manager and a DSL.

Relationships with Parents

R.E.A.L. Education wishes to preserve its good relationships with the parents of the young people associated with it, both as service users and volunteers. However, the first principle on which R.E.A.L.'s work is based is that the welfare of the young person is paramount. Consequently, R.E.A.L. will consult and confer with parents of the young person involved in a safeguarding matter openly and honestly, except in circumstances where the young person's welfare may be harmed by doing so.

At R.E.A.L. we can occasionally employ parents or carers to support our educational delivery. For example, where an education, health and care plan (EHCP) indicates this would be beneficial to a child's provision and a multi-agency agreement has been made to do so. Where this is the case, we ensure parents/carers are not the sole providers of education in order to ensure appropriate safeguards can be met, and our child protection procedures can be followed.

Emergency Contacts

R.E.A.L. Education will ensure that it has at least two different emergency contacts for every



learner on the school roll and those working in R.E.A.L. Education. These will be used in case of emergency or in case there are welfare issues at home.

Maintaining High Standards

R.E.A.L. Education places people in positions of responsibility for young people. Consequently, R.E.A.L. seeks to do all that is reasonable to ensure the good character of all employed in delivering its services, including volunteers, and the safety of young people. Therefore recruitment and induction procedures are necessarily robust and all staff and key volunteers undertake an enhanced DBS check. R.E.A.L. recognises however that these checks are not a guarantee that the checked person's behaviour will always continue to be appropriate. All staff are responsible for maintaining high standards of behaviour when engaged in R.E.A.L. 's provision and are encouraged to raise their own concerns of others' inappropriate behaviour with any of the DSL's. All staff will wear photographic identification whilst engaged in the work of R.E.A.L. so it is always available to any external agency who may reasonably request it. We maintain a single central register with all necessary details which is updated, monitored and reviewed.

Reporting of Attendance

Any non-attendance will be reported within half an hour of the start of a session. R.E.A.L. Education will work alongside commissioning organisations to support 'first day response' calls where required. This will also be communicated to our commissioners in line with contractual agreements. The appropriate Learning Manager, or Provision Manager has access to real time attendance reporting software and will pass on any attendance concerns to a DSL and/or appropriate commissioner DSL.

Learners Absconding from Education

If a learner is suspected of leaving a R.E.A.L Learning Hub, or community venue without permission:

- The member of staff will alert the relevant Learning Manager. If the Learning Manager is not available then the central office so they are able to inform the relevant Designated Safeguarding Lead (DSL) .



- If the child appears to be missing but there is no evidence that he / she has left the site, a quick but thorough search of the site should then be conducted. If at a community venue, inform the relevant manager to ensure all areas have been checked.
- If there is no doubt that the pupil has absconded, the Learning Manager, or DSL will contact the pupil's parent/carer/care home to inform them. If parents/carers have the learner mobile they will attempt to contact them to find out where they are. If this is not successful a decision will be made about phoning the police. It is the responsibility of the last person who saw the learner to phone the police. The DSL, or Learning Manager will give the staff member advice and support with this if required.
- The Learning Manager, or DSL, should then inform the relevant commissioner for the pupil and inform them of the procedures being followed. Other professionals may be involved in the care of the pupil (such as Children's Social Care, or Residential Social Care staff), and they too should be informed of the incident at the earliest possible point.
- Staff to follow the pupil (if safe to do so, or they are in sight) at a safe distance and to keep the Learning Manager informed. Where possible, the member of staff following the student should remain in contact with the Learning Manager, or DSL, via a mobile phone. The Learning Manager, or DSL, will then, if appropriate, allocate further staff members to go and collect the learner and return them to a safe and agreed location. Staff should not run after the learner as this can cause anxiety levels for the learner to rise and may result in a more dangerous situation.
- If relevant and with authorisation from the Learning Manager or DSL, staff to support further searches of known places the learner would visit.
- It is important that following an incident the issues that arise are addressed and the Learning Manager should:
 - Review the incident with the learner, parents/carers and other professionals (where relevant). Record and identify hazards and controls required to keep the learner safe in their individual risk assessment.
 - Complete a significant incident form (a copy of which should be placed in the learner's central electronic file).
 - Keep all colleagues informed of any changes to the risk assessment and discuss the incident in curriculum planning meetings and/or in support and supervision.

Safeguarding of young people with SEND

A very high percentage of learners with R.E.A.L Education have an education, health and care plan (EHCP) or some form of special educational need and disability (SEND). It is recognised



that additional barriers can exist with this group of learners when recognising abuse and neglect. R.E.A.L. will adhere to the Equality Act, and not unlawfully discriminate against any learners because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

R.E.A.L also recognise the importance for safeguarding d/Deaf young people and will ensure the following procedures are followed:

- An interpreter will sit next to the young person as the hearing person, this will allow the DSL to talk to the young person directly.
- R.E.A.L will use a qualified interpreter as best practice, and may also use a moderator signer at points if the quality of signing and tonation of what the deaf young person is saying is in dispute.
- The DSL will make sure the environment is appropriate, not too busy with colour, windows or people. The DSL will check if everyone can see each other and the room is well lit.
- The DSL should prepare before meeting, d/Deaf young people and signers can become fatigued quickly so words and questions need to be efficient.
- Make sure the interpreter is briefed on questioning if you want to ask anything in a specific way and also that if the young person needs clarification on something, the clarification must come from the DSL - not the interpreter.
- Try not to repeat information - an interpreter will try to create a visual mind map of concepts to the deaf young person so non-relevant questions or repetition of information can dissolve the visual mind map, which would then have to be started all over again.

R.E.A.L Education recognises these as potential barriers and takes them into account when dealing with potential safeguarding issues. Our knowledge of the learner's individual needs, and our relationships with learners, are paramount to any issue we deal with and inform our practice at all times.



Use of reasonable force

R.E.A.L Education operates a practice of de-escalation rather than use of reasonable force when dealing with the behaviour of learners. Wherever possible, use of reasonable force is avoided and is only used as a last resort if it:

- a) Prevents someone from committing a criminal offence
- b) Prevents personal injury or property damage of the young person, staff member or member of the public
- c) Prejudices the maintenance of good order and discipline at the school.

Please refer to the Management of Behaviour Policy for further details.

Support for Staff and Volunteers Involved in Safeguarding Issues

R.E.A.L. Education recognises that safeguarding issues are likely to be stressful for all staff involved and will seek to provide a reasonable and appropriate level of support. If any members of staff are cited in any way as part of an incident they will be removed from the situation immediately.

If any members of staff have concerns about anything that could be a safeguarding issue, they will talk to their line manager, or anyone who is responsible for managing the education program of the young person. All concerns will be recorded using the agreed company format.

Training for Staff

All staff will have a probationary period in which they will receive training and guidance, support and supervision. It will be the responsibility of the management to ensure that all staff successfully complete their probationary period. If there is any doubt as to the ability of the volunteer or staff member, a further probationary period may be applied or other measures taken.

Training will be given on:

- The duty of care - including the duty to report any abuse discovered or suspected.
- Training on what constitutes abuse and how to recognise it.



- The procedural approach of how and to whom to report abuse if discovered or suspected.
- Contact information for appropriate persons, whom staff and volunteers can approach if they know or suspect that an abuser may be a member of the R.E.A.L. organisation.
- Knowledge and understanding of what happens when abuse is reported.
- Guidance on supporting distressed young people, and regular support and supervision
- Prevent Strategies
- Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and all other national guidance as cited in 'Keeping Young People Safe in Education', Part One/Annexe B
- Online safety
- Access to secure online up to date safeguarding information known as 'StaffHub: Safeguarding Engine Room

Training for Volunteers

All volunteers, including those on work experience placements, will be subject to an enhanced DBS check, and will be entered onto the single central record. All volunteers will be given a single point of contact to discuss all safeguarding concerns and be given instruction with regards to the safeguarding procedures and practice within R.E.A.L. All volunteers will have access to further training through the CPD menu, and access to the R.E.A.L. induction process (if practical). Volunteers will not work unsupervised with any learners whilst on their placement.

Supervision of Young People

The young people in R.E.A.L. Education's care will be properly supervised at all times and R.E.A.L. will ensure that there is an appropriate level of male and female staff cover if working with a mixed gender group.

R.E.A.L Education considers the lack of supervision of young people a serious conduct issue and will follow the relevant disciplinary procedures where required. This is also referred to within the R.E.A.L Staff Code of Conduct.

Visitor Policy

R.E.A.L Education operates from a variety of sites across a variety of locations. Some sites are within the community and are accessed by members of the public. R.E.A.L. staff will wear their



identification badges at all times.

Any visitors to a R.E.A.L Education hub will report to the reception, or the duty manager on site in all cases. They will state the purpose for their visit, who they have been invited by, and will be required to sign in. Visitors will not be left unsupervised at any time whilst on site, and will be required to wear their identification badge. R.E.A.L staff members will challenge any unknown adult, without identification, without exception.

When parents visit the young person's Learning Manager will accompany them at all times and introduce them to members of staff so they are identified and the purpose of their visit stated. This is to ensure a warm and welcoming visit.

Please refer to the [additional visitor guidance](#) for further details.

Dealing with disclosure

This is a quick reference guide to working with young people under the Safeguarding Principles.

1. An open and honest disclosure of abuse by a young person to a member of staff is an indication of the high level of esteem and trust that the young person has for the member of staff. Staff should reciprocate that respect by supporting the young person appropriately.
2. Any allegation of any form of abuse by a young person must be taken seriously. This can also include any allegations made by a learner against another learner.
3. As soon as you have a Safeguarding concern:
 - Do not question the young person - just listen.
 - Do not promise confidentiality; explain your responsibilities.
 - Do not use leading questions.
 - Do not stop a young person who is freely recalling significant events.
 - Do not ask the young person to repeat their story to a colleague.
 - Do not ask the young person to write their story down.
 - Do not conduct your own investigation into any incident .
 - Do not make statements to any media or any member of the public.
 - Keep control; the young person will be depending on you.
 - Keep an open mind.
 - Respond to the young person's emotional state appropriately.
 - Beware of your own interpretation of what you hear.
 - If the child is in immediate danger all staff MUST take emergency action



- Contact the Learning Manager / Provision Manager who will then contact DSL to discuss the disclosure and take further advice.
- As soon as possible record the information in the learners file on CPOMS, including times and those in attendance, as well as what was said.
- Support the young person's feelings and manage your own, or seek support if you require it.
- All external enquiries (from media or public) must be directed towards the DSL, who will in turn seek advice from the RLT.

As an organisation we fully understand the trauma involved in dealing with disclosure. Discuss any personal needs initially with the Learning Manager / your Line Manager / the Designated Safeguarding Lead and make any arrangements for further support you may have. Do not feel isolated in these matters.

Guidance information for allegations made against a member of staff or volunteer

R.E.A.L Education takes the poor practice of any member of staff or other professional very seriously. The welfare of the child is paramount and all concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

There are strict local authority procedures around the management of allegations made against a member of staff or volunteer working for an organisation. So that allegations made against a member of staff are dealt with objectively and without prejudice, the local authority enforces that any allegation against a member of staff within an organisation must then be discussed with the Local Authority Designated Officer (LADO). Following any formal referral to the LADO a decision will be taken in collaboration with them to inform Ofsted.

Any concern regarding a member of staff at R.E.A.L Independent Schools, or professional working with learners registered at the school must be directly referred to the Head of Schools without exception.



Allegations made against the Headteacher, Senior Manager, or R.E.A.L School Governors

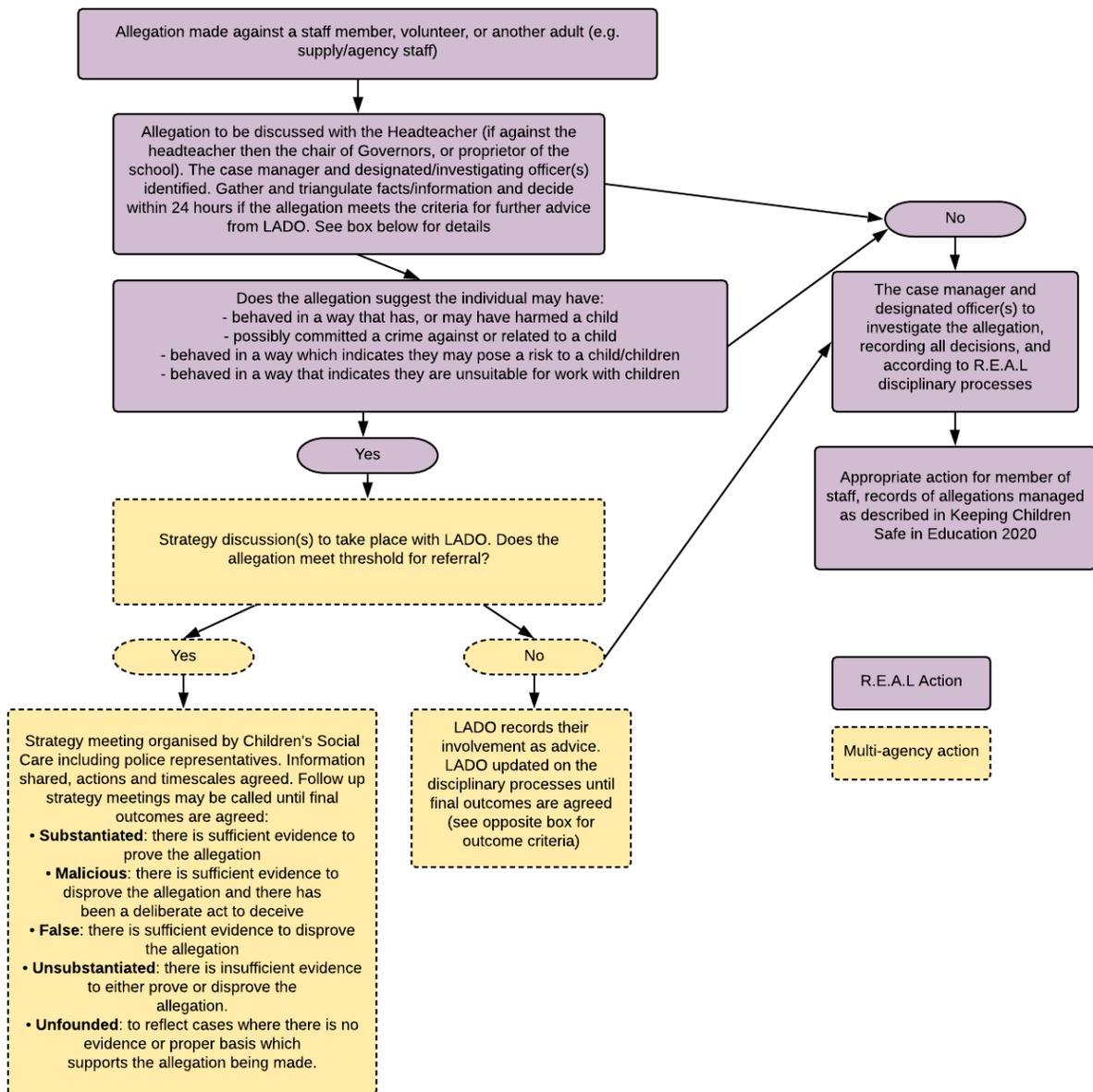
At R.E.A.L anyone can raise a concern or allegation against any member of staff regardless of their seniority or position within the organisation.

If an allegation is made against a senior leader this should be referred directly to the Headteacher and/or the Director of People and Business Operations.

If an allegation is made against the Headteacher this should be referred directly to the relevant Chair of Governors.

If an allegation is made regarding the Chair of Governors this should be referred to the proprietor of the school, or directly with the relevant LADO.

Allegations Management Process - further details on each stage of the process are available via Keeping Children Safe in Education 2021





Guidance information for staff and volunteers

Categories of young person abuse—definitions to support your work

It is accepted that any definition has its limitations in terms of accuracy and relevance. Bearing this in mind, the following definitions are offered to help our understanding.

Abuse

Abuse is 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.

Neglect

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect the young person from physical harm or danger, or the failure to ensure access to appropriate medical aid or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a young person whom they are looking after. This is commonly described using terms such as induced/fabricated illness by carer or Munchausen's Syndrome by Proxy or more recently "facilitated illness".

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the young person is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non



contact activities such as involving a young person looking at, or in the production of pornographic material, or watching sexual activities, or encouraging a young person to behave in sexually inappropriate ways.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to a young person that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on a young person. It may involve causing a young person frequently to feel frightened or in danger, or the exploitation or corruption of a young person. Some level of emotional abuse is involved in all types of ill treatment of a young person, though it may occur alone.

Extra Familial Harms

R.E.A.L Education operates over a wide area of the East Midlands. We understand the importance of keeping up-to-date with safeguarding issues experienced within each of the localities we work in. When assessing the needs of our learners, we take into account their social circle out of school and the potential issues they face after hours. Where they live in areas of high concern, we liaise closely with parents/carers and try to ensure that our PSHE curriculum targets these issues. In addition, we liaise closely with other agencies when we are concerned about out of hours activities.

Each learning hub will work together to risk assess the contextual aspects of where their site is located. Where a safeguarding hazard is identified control measures within the site specific risk assessment will be recorded. The site specific risk assessments will be updated throughout the academic year 21/22.

Peer on Peer abuse (child on child abuse)

R.E.A.L Education understands that peer-on-peer abuse can be a spectrum of concerns from bullying to serious violence. Peer on peer abuse is discussed in the staff induction and during our safeguarding update training.

Our policy for the management of behaviour includes information on how R.E.A.L Education views particular concerns, and the thresholds to involve further agencies (high level



response/consequences). We understand this type of abuse should always be treated seriously, whether as a safeguarding matter, or something more serious where the involvement of the police is required.

What is peer on peer abuse (child on child abuse)?

All staff at R.E.A.L are aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Peer on peer abuse can affect any child or young person, and sometimes vulnerable children can be targeted, those at particular risk may include:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators
- Both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. being sexually touched/assaulted or being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.



Peer on peer abuse can also be influenced by the nature of the environments in which children/young people spend their time - home, school/college, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, and social marginalisation can all be used to exert power over a peer.

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.

Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities'.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the



research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

Child Criminal Exploitation (County Lines)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. R.E.A.L Alternative Provision School realises that the key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁵ will be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

Female Genital Mutilation (FGM)

The World Health Organisation defines FGM as “all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons” (1996).

It is illegal in the UK to subject a child to FGM or to take a child abroad to undergo FGM. A child for whom FGM is planned is at risk of significant harm through physical abuse and emotional abuse, which is categorised by some also as sexual abuse. Despite the harm it causes, many women from FGM practising communities consider FGM normal to protect their cultural identity. Although FGM is practiced by secular communities it is most often claimed to be carried out in



accordance with religious beliefs. However, neither the Bible nor the Koran supports the practice of FGM. In addition to giving religious reasons for subjecting girls to FGM adults may say that they are acting in a child's best interests because it: - Brings status and respect to the girl. - Preserves a girl's virginity / chastity. - Is a right of passage. - Gives a girl social acceptance especially for marriage. - Upholds the family honour. - Helps girls and women to be clean and hygienic.

The age at which girls are subjected to FGM varies greatly, from shortly after birth to any time up to adulthood. The average age is 10-12 years. Health implications can range from severe pain and emotional/psychological trauma to, in some cases, death.

Therefore, it is our duty as an educational provider to ensure that:

- Staff and managers have an awareness of FGM and understand the signs indicating that a girl has undergone FGM or is at risk of this practice.
- Follow Local Authority procedures when a girl is at risk of or is suspected to have undergone FGM. These procedures include a referral to the relevant local authority social care (following local procedures) and reporting to the police when known cases have occurred with girls under the age of 18.

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools. Compliance will be monitored through various inspection regimes such as Ofsted.

Our practice in this area is taken from the revised Prevent Duty Guidance. As an education provider, we are expected to:

- assess the risk of children being drawn into terrorism and have clear procedures in place for protecting children at risk of radicalisation.
- Work in partnership with our commissioning local authority by ensuring our safeguarding arrangements take into account the policies and procedures of the relevant local authority Safeguarding Children's Board



- Work in partnership with parents/carers by ensuring effective engagement with them when concerns are raised about their children.
- Ensure staff are trained to identify children at risk of being drawn into terrorism and challenge extreme ideas.
- Ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- Understand when it is appropriate to make a referral to the Channel Programme, the panel that reviews and refers individuals to programmes that challenge extremist ideology

Youth Produced Sexual Imagery

Youth produced sexual imagery is the definition R.E.A.L Education uses for the activities usually known as sexting. These activities are those covered by the *'the sending or posting of sexually suggestive images, including nude or semi nude photographs via mobiles or via the internet'* Imagery and images cover photographs and moving images, sent by young people, images they, or another young person may have created.

The law states that the making, possessing and distributing any imagery of someone under 18 which is indecent is illegal, and this includes imagery of yourself.

However, R.E.A.L Education does not want to criminalise young people, and certain incidents can be treated as a safeguarding issue but only in very specific circumstances.

An immediate referral to the police and/or Children's Social Care will be made if:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or concerns about their capacity to give informed consent
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental and/or cognitive age
4. The imagery involves sexual acts and any young person under the age of 13
5. There is reason to believe a learner is at immediate risk of harm owing to the sharing of the imagery e.g presents as suicidal, or is self-harming

Where a referral is not made, the following risks will be considered when treating the incident as



a safeguarding concern, and, dependent on the outcome, a referral may still be made:

1. Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
2. Who has shared the imagery? Where has the imagery been shared? Was it shared/received with the knowledge of the pupil in the imagery?
3. Are there any adults involved in the sharing of the imagery?
4. What was the impact on the pupils involved?
5. Do the pupils involved have additional vulnerabilities?
6. Does the young person understand consent?
7. Has the young person taken part in this kind of activity before?

The youth produced imagery should not be viewed by adults, unless:

- Is the only way to make a decision about whether to involve other agencies
- Is necessary to report the image to the web site, app or suitable reporting agency to have it removed or to support the young person in making a report
- It is unavoidable because the young person has presented the image, or it has been found on the school network.

If the imagery is to be viewed these points will be followed:

Do's

- ✓ Discuss the decision with the headteacher
- ✓ Ensure that the viewing takes place with another member of the safeguarding team
- ✓ Ensure viewing takes place on the school premises
- ✓ Ensure viewing is done by a member of the same sex
- ✓ Record the viewing of the imagery in the schools safeguarding records

Don'ts

- x Never print, copy or share the imagery
- x View unnecessarily
- x Put the child at further risk
- x Allow other people than the DSL to view the imagery

All decisions taken will be recorded in a running log, and any viewing of imagery for the reasons above will be recorded as a safeguarding, and e-safety incident and will follow the procedures for the reporting of such incidents.



Managing Incidents of Self Harm

Introduction

It is widely recognised that self-harm among children and young people is a major concern, with some evidence that the rates are higher in the United Kingdom than the rest of Europe. Self-harm is often an indicator of emotional distress and can be a sign of mental health problems.

Purpose

The purpose of this guidance, which sits within the R.E.A.L Education Safeguarding Policy, is to provide additional support for staff working with children and young people who are either self-harming or at risk of self-harm or suicide. R.E.A.L Education aims to provide a non-judgemental, consistent and caring response to all incidents. Our aim is to support staff to feel confident and informed in order to appropriately support children and young people. Staff should know who to consult with and possible referral pathways.

What is self-harm?

Self-harm is where someone does something to deliberately hurt him or herself to help deal with their emotions. is the term used to describe when someone deliberately hurts themselves a way of dealing with their emotions. This non exhaustive list may include behaviours such as cutting, scratching, tying something around body, inserting things into the body, hitting or punching self, pulling out hair, over/under eating, burning or scalding themselves, head hitting/bangin; self-strangulation, taking non-prescription drugs, overdosing or self-poisoning.

Self harm is a coping strategy that helps people to manage emotional stress. It is important to remember that it is not attempted suicide. Often people self harm to try and to have more control over their emotions; to gain relief from high levels of distress; self-hatred or a want to punish oneself and can be triggered for lots of different reasons.

Self-Harm Is...	Self-Harm Is Not...
A symptom of stress or distress	A mental illness; it is a symptom of internal stress or distress
An issue for everyone	just a young person's problem



Attention or attachment NEEDING??	Attention seeking or manipulative
a coping strategy that helps people manage their hurt of stress.	a suicide attempt
	the problem, it is a symptom of emotional distress
	a problem that cannot be solved, people can learn to manage their emotions in a different way.

Signs and Symptoms

- Changes in clothing to cover parts of the boy - eg wearing long sleeved tops
- Reluctance to participate in previously enjoyed activities - PE
- Change in the frequency, severity of self harm

Signs and symptoms are sometimes absent or easy to miss. It is not uncommon for individuals who self-harm to offer stories which seem implausible or which may explain one, but not all, physical signs. If a pupil says they are not self-harming or evades the question, you can keep the door open by reminding them that you are always available to talk about anything, should they so wish. Try to stay connected to the pupil and look for other opportunities to ask, particularly if there are continuing signs that your suspicion is correct. Try to look beyond the injuries and see the reasons as to why the young person is self-harming: the “needs” that self-harming is meeting for each young person will be different, even if the signs and symptoms are the same.

Guidance for managing incidents of self-harm

- Don't be judgemental
- Don't let the young person's injuries overwhelm you. Support the young person and guide them to find the reasons for the injuries, rather than focus on the injuries themselves
- Consider what alternative methods or levels of support can be put in place to meet the need of the young person – REPLACE, REDUCE REFLECT
- Work together with the young person. It will be natural to try and “fix them”, but this will not always be possible. Don't beat yourself up about this, it is ok not to be able to fix



everything. Make the young person feel like they are not alone. It is about helping them to manage and make better choices

- Do find out about potential triggers and what to look for where there is a history of self-harm.
 - Do remain calm and find somewhere private to talk.
 - Don't promise absolute confidentiality.
 - Do provide or seek medical first aid if necessary
 - Do think about managing contagion and keeping the environment safe for other vulnerable children and young people.
-
- Do check the individual risk assessment and care plan if available to ensure that identified controls can be put in place.
 - Do speak to the child's Learning Manager and/ or DSL to assess risk, and think about protective factors. This will include a discussion around intent for each individual incident.

Pathway planning

High Level Risk or crisis situation

What this might look like Significant deterioration in mental health and emotional wellbeing triggers There is the potential that learner could be seeking to actively end their own life or there may have been previous suicide attempts.

What can you do? Seek medical / police assistance if there is an immediate risk to life; contact the CAMHS crisis team and share information with parents/carers. If there is a serious threat to the safety of the young person physical restraint may be required, but ensure there is a second person available. Consider convening a risk management meeting to identify how we continue to work with the young person and keep them safe whilst in school. Review the individual learner risk assessment (ILRA) and link this to the learner friendly care plan.

Medium Level Risk Incident

What this might look like The learner may be regularly self-harming or has re-established this as a coping mechanism when there has been a history of self-harm. Learners should not be actively seeking to end their life.

What can you do? think about what support / protective factors are already in place. Encourage and empower self-management. Consider referral to in house counselling or CAMHS. Alternatively, make a referral to Early Help or The Healthy Families Service with the learner consent.



Low Level Risk Incident

What this might look like Learners have their own thoughts about self-harm, experienced their peers or someone they know self-harming or may have self-harmed but there is no evidence to suggest that this is regular and ongoing or there is no active intention to end their life-

What can you do? Reflect on their ILRA. Complete work with the learner to build their resilience and self-esteem. Consider alternative strategies for managing self-harm and alternative coping strategies.

Recording of Incidents

Do record every incident, in a timely manner, on Safeguarding concern form and or a Significant Incident Report.

Seeking Support

R.E.A.L Education are committed to ensuring the welfare of staff to ensure that they are able to effectively manage the needs of complex children and young people. Please look after yourself and access support from your Line Manager or Designated Safeguarding Leads. Please keep up to date by attending staff briefings and training around self-harm and suicide prevention.

For more information and advice on self-harm and suicide prevention: www.harmless.org.uk
www.youngminds.org.uk

Serious Violence & Serious Sexual Offences

There are a number of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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.

Advice for schools and colleges is provided in the Home Office's [preventing youth violence and gang involvement](#) and its [criminal exploitation of children and vulnerable adults](#) (county lines guidance).



Upskirting

Upskirting is a criminal offence, and should be reported immediately to the police. Upskirting is the practice of photographing underneath a person's dress or skirt, without their knowledge or consent. This can include taking imagery whilst the perpetrator is not present e.g. using a remote video camera

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Responding to reports of sexual violence or harassment

R.E.A.L's initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously. Our safeguarding practice will include:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further
- recognising the child has placed the person they tell in position of trust
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed
- considering how best to record the report (best practice is to wait until after the conversation with the child)
- only recording the facts as the child presents them
- being aware of the advice for schools around online activity
- informing the designated safeguarding lead (or deputy) as soon as practically possible.

Confidentiality

DSL's never promise confidentiality. The victim may ask R.E.A.L not to tell anyone about the sexual violence or sexual harassment. The DSL will consider the following:

- parents or carers should normally be informed (unless this would put the victim at



greater risk) the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care

- rape, assault by penetration and sexual assaults are crimes and referrals will be made to the Police.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, R.E.A.L will be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately, (information is available from CPS, *Safeguarding Children as Victims and Witnesses*)

Risk Assessment

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. This will consider:

- the alleged perpetrator
- the other children (and, if appropriate, staff) at the school or college.

Risk assessments will be reviewed regularly through case discussions. The DSL will ensure coordination of other statutory services. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- the nature of the alleged incident(s), including:
 - might a crime have been committed and consideration of harmful sexual behaviour
 - the ages of the children involved
 - the developmental stages of the children involved
 - any power imbalance between the children (e.g. is the alleged perpetrator significantly older)
 - if the alleged incident is an isolated incident one-off or a sustained pattern of abuse. The starting point regarding any report should always be that sexual violence and sexual harassment are not acceptable and will not be tolerated.

Children sharing provision

R.E.A.L will work to establish the facts of the case and will liaise with children's social care and the police, to decide future provision for learners this will be done immediately following a report and will include:



- the alleged perpetrator should be removed from any classes they share with the victim.
- R.E.A.L will consider how best to keep the victim and alleged perpetrator apart whilst on site including transportation to and from provision. For other reports of sexual violence and sexual

Options to manage the report

There are four likely scenarios for R.E.A.L to consider when managing a report of sexual violence and/or sexual harassment

1. Manage internally - In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour and bullying policies and by providing pastoral support. Any response should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

2. Early help - R.E.A.L may decide that the children involved may benefit from early help. Early help can help to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Referrals to children's social care - Where a child has been harmed, is at risk of harm, or is in immediate danger, R.E.A.L will make a referral to children's social care. R.E.A.L will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college.

4. Reporting to the police - Any report to the police will be in parallel with a referral to children's social care. There can be delays in any case being progressed through the criminal justice system. R.E.A.L will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children and adult students in the school or college.

If a child is convicted or receives a caution for a sexual offence, R.E.A.L will:

- update the individual learner risk assessment, and any other site specific risk assessments risk assessment, to ensure relevant protections are in place for all children at the school or college and, if it has not already done so, consider any suitable action in light of their behaviour policy. R.E.A.L will be very clear as to the expectations regarding the perpetrator now they have been convicted or cautioned. This will include any identified controls regarding behaviour, or restrictions regarding the perpetrator's



timetable.

Ongoing response: Safeguarding and supporting the victim

The following principles will be used to inform any decisions regarding safeguarding and supporting the victim.

- R.E.A.L will consider the most appropriate language to use when referring to the “victim”, as not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim will be paramount. It is important they feel in as much control of the process as is reasonably practicable. Wherever possible, the victim, if they wish, should be able to continue in their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- R.E.A.L will consider the proportionality of the response. Support will be tailored on a case-by-case basis.

Safeguarding and supporting the alleged perpetrator

R.E.A.L will consider the most appropriate language to use when referring to the “perpetrator” or “alleged perpetrator”. R.E.A.L recognise their response will have to balance safeguarding of the victim (and the wider learning community) with providing the alleged perpetrator with an education, safeguarding support as appropriate. R.E.A.L will engage with both the victim’s and the alleged perpetrator’s parents or carers when there has been a report of sexual violence.

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. A whole school or college approach to safeguarding, a culture that makes clear that sexual violence and sexual harassment is always unacceptable, and a strong preventative education programme will help create an environment in which all children at R.E.A.L

A Whole School Approach

R.E.A.L has a clear set of values and standards, and these are upheld and demonstrated throughout our learning community. This is underpinned by our behaviour policy and Learning Managers/Provision Managers, and by the delivery of the SRE curriculum. This covers:

- healthy and respectful relationships



- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment

In support of the SRE curriculum, R.E.A.L. also works in partnership with other organisations to deliver the above.

Honour Based Violence/Abuse

R.E.A.L. Education recognises that the risk of honour based violence is more prevalent in specific geographical locations and is therefore a contextual safeguarding issue for some of our learning communities.

What is Honour-Based Abuse?

The concept of 'honour' is for some communities deemed to be extremely important. To compromise a family's 'honour' is to bring dishonour and shame and this can have severe consequences. The punishment for bringing dishonour can be emotional abuse, physical abuse, family disownment and in some cases even murder.

In most honour-based abuse cases there are multiple perpetrators from the immediate family, sometimes the extended family and occasionally the community at large. Mothers, sisters, aunts and even grandmothers have been known to be involved in the conspiring of honour crimes.

Honour based violence includes:

- Forced marriage
- Domestic violence (physical, sexual, emotional or financial abuse)
- Sexual harassment and sexual violence (rape and sexual assault or threat of rape and sexual assault)
- Threats to kill



- Social ostracism or rejection and emotional pressure
- Denial of access to children
- Pressure to go or move abroad
- House arrest and excessive restrictions of freedom
- Denial of access to the telephone, internet, or passport/key documentation
- Isolation from friends and own family

Forced Marriage

What forced marriage is

Everyone has the right to choose who they will marry, when you might marry, or if you want to marry at all.

There is a clear distinction between an arranged and forced marriage. An arranged marriage is entered freely by both parties, although their families take a leading role in the choice of the partner. It becomes a forced marriage when there is any form of duress. Forced marriage is when you face physical pressure to marry (for example threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you are made to feel like you're bringing shame on your family).

Forced marriage is illegal in England and Wales. This includes:

- Taking someone overseas to force them to marry (whether or not the marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to do it or not).

What to do if you have a concern

Raise a safeguarding concern with a DSL.

Referrals regarding forced marriage will be forwarded to the forced marriage unit fm@fco.gov.uk, 020 7008 0151.

If someone has been taken abroad, R.E.A.L will give as many details as possible, for example:

- Where the person has gone
- When they are due back
- When we last heard from them

The FMU will then make contact with the relevant embassy. If they are a UK national, the



embassy will try to contact the person and arrange to help them get back to the UK.

All other safeguarding concerns will be referred to the multi-agency safeguarding hubs and the police where relevant.

Support for victims

Read the [handbook about being a survivor of forced marriage](#). This has details of organisations that can help and support.

Further information

In case of an emergency call 999.

- **Forced Marriage Unit** is a joint Foreign and Commonwealth Office and Home Office unit set up to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK and overseas. To report a case/ a suspected case of forced marriage, contact: 020 7008 0151 • www.gov.uk/forced-marriage
- **SafeLives** is a national charity dedicated to ending domestic abuse. Previously called Co-ordinated Action Against Domestic Abuse (Caada), we chose our new name because we're here for one simple reason: to make sure all families are safe. Additional resources are available via our website. 0117 317 8750 • www.safelives.org.uk • info@safelives.org.uk
- **Forced Marriage** is a one stop website that provides practical information and sources of advice on forced marriage. www.forcedmarriage.net/whatis.html
- The **Iranian and Kurdish Women's Rights Organisation (IKWRO)** is a national charity which provides advice and support to women and girls from the UK 's Middle Eastern communities who are affected by honour-based violence, child & forced marriage, FGM and other forms of abuse. 0207 920 6460 • www.ikwro.org.uk
- **Karma Nirvana** is a UK registered charity that supports victims and survivors of forced marriage and 'honour' -based abuse. Its Honour Network Helpline offers support and guidance for both victims and those working with them. 0800 5999 247 • www.karmanirvana.org.uk

Private Fostering



What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carer's household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see ['Replacement Children Act 1989 Guidance on Private Fostering](#)



[2005](#) paragraph 2.6)

Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

Are children in private foster care defined as 'Local After Children' ?

No. The term 'Looked After Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority.

Student Safeguarding Statement to Learners

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously.

R.E.A.L. Education needs to make sure that it does "the right thing" for learners who disclose abuse. R.E.A.L. Education needs to make sure that it does "the right thing" for learners who disclose abuse. Therefore, if you disclose something to a R.E.A.L. staff member that makes them concerned, they will need to discuss what you have said with a designated safeguarding lead. After this, a decision will be made about what to do next and who to tell. You will be fully informed about any decisions that are made.

Children's Social Care or the Police may then start their investigation and they may want to talk to you or other people involved. In these matters, your safety is paramount, so you can be sure that they will only do what is right and proper.

If any member of staff believes you are in immediate danger they will contact the relevant emergency service (e.g Police, Ambulance) so help can be sought straight away.

Student Safeguarding Statement to Parents/Carers

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously.

R.E.A.L. needs to make sure that it does 'the right thing' for learners who disclose abuse, so if what is said to any R.E.A.L. staff member makes them concerned then they will need to discuss the learner's concern or disclosure so that decisions can be made about what to do next. The learner will be fully informed about any decisions that are made.



Children's Social Care and the Police may start an investigation and they may want to talk to you or other people involved. In these matters, the safety of all children and young people is paramount, so parents / carers can be sure that they will only do what is right and proper.

If any member of staff thinks that a learner is in immediate danger, emergency help (e.g Police, Ambulance) will be sought straight away.

Student Safeguarding Statement to Commissioners

The safety of all children and young people is paramount and all staff will listen to every concern and disclosure with sensitivity and respect and take what is said seriously. All learners are encouraged to keep themselves safe and are supported in doing so by their allocated Learning Manager.

R.E.A.L. needs to make sure that it does 'the right thing' for learners who disclose abuse, so if what is said to any R.E.A.L. staff member makes them concerned then they will need to discuss the learner's concern or disclosure so that decisions can be made about what to do next. The learner will be fully informed about any decisions that are made.

Commissioners will be kept fully informed and all concerns will be properly recorded and stored and all information will be shared appropriately.

Children's Social Care and the Police may start an investigation and they may want to talk to commissioners or other people involved. In these matters, the safety of all children and young people is paramount, so commissioners can be sure that they will only do what is right and proper.

If any member of staff thinks that a learner is in immediate danger, emergency help (e.g Police, Ambulance) will be sought straight away.

Child Protection

Child Protection Procedures

All learners at some point may require additional support to keep them safe in the interest of their own welfare. However all practitioners have a responsibility to refer a child to children's social care under section 11 of the Children Act 2004 if they believe or suspect that the child:

- Has suffered significant harm;
- Is likely to suffer significant harm;



- Has a disability, developmental and welfare needs which are likely only to be met through provision of family support services (with the agreement of the child's parent) under the Children Act 1989;
- Is a Child in Need whose development would be likely to be impaired without provision of services.

Child protection procedures are assessed and managed through Children's Social Care, and may also include some elements of early help services.

All child protection procedures incorporate specific steps, with specific criteria and thresholds. These thresholds govern the level of service required by the young person and their families/carers to keep them safe. The table below gives a brief overview of these steps and what they mean.

Early Help Assessments & access to services	Early help assessments are made with children and their families to identify additional support and interventions to meet their needs. Early help services work alongside universal services to target support where it is needed.
Section 17 Assessment & child in need	Following acceptance of a referral by the local authority children's social care, a social worker should lead a multi-agency assessment under section 17 of the Children Act 1989. Local authorities have a duty to ascertain the child's wishes and feelings and take account of them when planning the provision of their services.
Section 47 Enquiries & child suffering significant harm	Under Section 47 of the Children Act 1989, if a child is taken into Police Protection, is the subject of an Emergency Protection Order or there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant Harm, a Section 47 enquiry is initiated. The aim is to decide whether any action should be taken to safeguard the child. This enquiry often informs other child protection proceedings.
Section 20 Child in need of accommodation	Section 20 places a duty on a local authority to provide accommodation for children who do not have somewhere suitable to live. It is sometimes called 'voluntary care' or 'voluntary accommodation' because usually parents must agree to the child being accommodated.



Section 31 Care orders	Section 31 of the Children Act 1989 – Care Order. The family court can create a care order under Section 31(1) (a) of the Children Act, placing a child in the care of a designated local authority, with parental responsibility being shared between the parents and the local authority.
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In the case of all of the levels of services outlined above, a qualified social worker will make decisions as to which pathway is suitable, through a robust referral and assessment procedure.

Referrals to Children’s Social Care

Where it is believed that a child has complex/serious needs or where there are child protection concerns, the Designated Safeguarding Lead (DSL) will make a referral to Children’s Social Care

Anyone can make a referral directly to Children’s Social Care (using the details below), or the police, if they suspect a child is suffering significant harm and not in immediate danger (call 101), or in immediate danger, or an emergency (999).

Alternatively, for further support and advice contact a Designated Safeguarding Lead without delay to discuss your concerns. You may be asked to complete a safeguarding concern report on CPOMS with further details, this form may be used to make a direct referral to Social Care so be sure to include as much information about the incident/disclosure/concern as you can.

Access to child protection services are local to the area in which the child, or where the family resides. Contact details are below, click on the link to access further information on how to report a concern about a child.

The links to the local safeguarding board can be used to view further information and details on the specific referral pathways, how to access early help services, and the specific thresholds for services in each area.



Area	Child Protection	Local Safeguarding Partnership	LADO
Nottingham City	Children and Families Direct	http://www.nottinghamshire.gov.uk/nscb	lado@nottinghamcity.gov.uk 0115 8764747 0115 8764762
Nottinghamshire	MASH	https://www.nottinghamcity.gov.uk/children-and-families/nottingham-city-safeguarding-children-board/	Eva Callaghan 0115 8041272 eva.callaghan@nottsc.gov.uk
Leicester City	Children's Social Care Referrals	http://www.lcitylscb.org/	Jude Atkinson 0116 4542440
Leicestershire	First Response	http://lrsb.org.uk/	Mark Goddard, Karen Browne 0116 3057597
Derby City	Derby Children's Social Care	https://www.derbylscb.org.uk/	Tammi Lloyd, Sue Jinx, Linda Clifford Haynes 01332 642376 cypsafeguarding@derby.gov.uk
Derbyshire	Starting Point	https://www.derbyshirescb.org.uk/home.aspx	Miles Dent 01629 531940 miles.dent@derbyshire.gov.uk
Rotherham	Report Child Abuse	http://www.rscb.org.uk/	Gillian Brooks 01709 823914 gillian.brooks@rotherham.gov.uk
Lincolnshire	Children's Services Customer Service Centre	https://www.lincolnshire.gov.uk/	LSCP_LADO@lincolnshire.gov.uk 01522 782111
Doncaster	Doncaster Children's Social Care: child at risk report	https://dscp.org.uk/	Jim Foy 01302 737748



Please Note:

This policy links directly to other R.E.A.L Education policies, these are:

- Whistleblowing
- Countering bullying
- Recruitment: policy, procedure and practice
- Policy for the management of behaviour including physical intervention
- E-safety (includes details on the monitoring and reporting of breaches in internet safety)
- Prevent Policy
- Equality Policy
- The General Data Protection Regulations Policy

This policy should also be read with the Practice Guidance :

Keeping Children Safe in Education - 2022

Working Together to Safeguard Children - 2018

The Prevent Duty - 2015

Female Genital Mutilation National Guidance - 2015

DfE School Attendance - 2015

DfE Children Missing Education - 2015

DfE Children Missing from Home and Care - 2015

DfE Promoting Fundamental British Values as part of SMSC in Schools - 2014

This policy should be used in conjunction with the following local authority guidance:

Nottinghamshire County Council:

<http://www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/informationprofessionals/procedures-practice-guidance/>

www.nottscc.gov.uk/nscb



Nottingham City Council:

<http://www.nottinghamcity.gov.uk/article/23729/Safeguarding-Children-Procedures-and-Practice-Guidance-Documents>

www.nottinghamcity.gov.uk/ncscb

Derbyshire County Council:

http://www.derbyshirescb.org.uk/home_docs.html

Derby City Council:

<http://www.derby.gov.uk/health-and-social-care/safeguarding-children/>

Leicestershire County Council:

<http://www.leics.gov.uk/safeguarding>

Leicester City Council

<http://www.lcitylscb.org/>

Rotherham Metropolitan Council

<http://www.rotherham.gov.uk/safeguarding/>

This policy will be reviewed on an annual basis by the Head of Safeguarding and Standards and ratified by the Board of Directors.

It will be reviewed in line with any lessons learnt through safeguarding audits including termly 'learning walks'. This process informs the quality assurance of this policy.

Revision history:



04/08/22 - Review of policy against *Keeping Children Safe in Education 2022* guidance. Inserted additional information relating to domestic abuse, protected characteristics, and R.E.A.L. implementing a new child protection online reporting system (CPOMS).

13/10/21 - Insert of additional visitor guidance

18/08/21 - Review of policy against the *Keeping Children Safe in Education 2021* guidance. Inserted section for d/Deaf young people within the SEND paragraph. Updated the Contextual Safeguarding section.

13/08/20 - Full review and updates made in light of the *Keeping Children Safe in Education 2020* guidance and Ofsted recommendations (from The National College). Sections added on: honour based abuse and forced marriage; private fostering; and child on child sexual violence. Updated sections on self harm and working with parents.

18/07/19 - Full review of the policy in light of the *Keeping Children Safe in Education 2019* guidance, and Ofsted recommendations from 17.06.19

15/04/19 - Update of information regarding the structure of R.E.A.L and the role of the leadership team.

11/10/18 - Insert of child protection information and procedures in line with KCSiE 2018

03/08/18 - Insert guidance on *managing incidents of self harm*, and reviewed in line with the KCSiE 2018 recommendations and guidance.

04/11/18 - Insert of youth produced sexual imagery processes

08/11/17 - Review of policy. Sentence amended relating to the annual review of the policy.

30/05/17 - Changes made to the following sections: the role of the DSO (paragraph inserted); safeguarding young people with SEND (paragraph inserted); FGM (updates); Radicalisation (updates)



16/02/17 - Added information regarding informing Ofsted if a formal referral is made to the relevant LADO as advised at Ofsted inspection of befriending services 12.12.17

22/09/16 - Full review of policy. Amendments made in line with changes to national guidance from Keeping Children Safe in Education September 2016, and updates to the R.E.A.L policies on children absconding from education.

22/09/15: - Full review of policy. Amendments made in line with national guidance and inclusion of information from Keeping Children Safe in Education July 2015.

01/09/2014: - Criminal Records Bureau (CRB) check has been replaced by the Disclosure and Barring Service (DBS).

01/09/2013: - No amendments to policy. Policy duplicated for R.E.A.L. Independent Schools.

01/09/2012: - Inclusion of allegations management flow chart included in the Safeguarding Policy based on guidance produced and distributed by the Nottingham City Council LADO.

01/09/2011: - Policy written for R.E.A.L. Education Ltd.