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# Safeguarding Children, Young People and Adults Policy and Process

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## Introduction

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Step Ahead is committed to Safeguarding Children, Young People and Adults in line with national legislation and relevant national and local guidelines.

We will safeguard Children, Young People, and adults by ensuring that our activities are delivered in a way that keeps all Children, Young People, and Adults safe.

Step Ahead is committed to creating a culture of zero-tolerance of harm to Children, Young People and Adults which necessitates: the recognition of individuals and groups who may be at risk and the circumstances which may increase risk; knowing how abuse, exploitation, or neglect manifests itself; and being willing to report safeguarding concerns.

This extends to recognising and reporting harm experienced anywhere, including within our activities, within other organised community or voluntary activities, in the community, in the person's own home and in any care setting.

Step Ahead is committed to best safeguarding practices and upholding the rights of all to live a life free from harm abuse, exploitation and neglect.

## Purpose and Scope

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The purpose of this policy is to demonstrate the commitment of Step Ahead to Safeguarding Children, Young People and Adults and to ensure that everyone involved in Step Ahead is aware of:

- The legislation, policy and procedures for safeguarding Children, Young People and Adults.
- Their role and responsibility for safeguarding Children, Young People and Adults.
- What to do or who to speak to if they have a concern relating to the welfare or wellbeing of Children, Young People and Adults within the organisation.

This safeguarding policy and associated procedures apply to all individuals involved in Step Ahead including Governors, Senior Leaders and operational managers, Staff, Volunteers, and subcontractors and to all concerns about the safety of children, young people and adults whilst taking part in our organisation, its activities and in the wider community.

We expect our partner organisations, including, for example, subcontractors, suppliers, and partners to adopt and demonstrate their commitment to the principles and practices as set out in this Safeguarding Policy and associated procedures.

## Related Policies and Documents

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Safeguarding Policy Statement

Code of Conduct for Staff

Code of Conduct for candidates and learners

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Whistleblowing Policy

Safeguarding process flow chart

Expression of concern form

Harassment Policy Statement

FGM Policy Statement

Online Safety Policy

Equality & Diversity Policy

Bullying Policy Statement

## Commitments

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In order to implement this policy Step ahead will ensure that:

- Everyone involved with Step Ahead is aware of the safeguarding procedures and knows what to do and who to contact if they have a concern relating to the welfare or wellbeing of a child, young person, or adult.
- Any concern that a child, young, person or adult is not safe is taken seriously, responded to promptly, and followed up in line with Step Ahead Safeguarding Policy and Procedures.
- The well-being of those at risk of harm will be put first and the individual actively supported to communicate their views and the outcomes they want to achieve. Those views and wishes will be respected and supported unless there are overriding reasons not to (see the Safeguarding Procedures).
- Any actions taken will respect the rights and dignity of all those involved and be proportionate to the risk of harm.
- Confidential, detailed, and accurate records of all safeguarding concerns are maintained and securely stored in line with our Data Protection Policy and procedures.
- Step Ahead acts in accordance with best practice advice, for example, from National Governing Bodies, NSPCC, Ann Craft Trust, etc.
- Step Ahead will cooperate with the Police and the relevant Local Authorities in taking action to safeguard a child, young person, or adult.
- All governor's board members, staff, and volunteers understand their role and responsibility for safeguarding and have completed and are up to date with safeguarding training and learning opportunities appropriate for their role.
- Step Ahead uses safer recruitment practices and continually assesses the suitability of staff to prevent the employment/deployment of unsuitable individuals in this organisation and within the wider community.
- Step Ahead shares information about anyone found to be a risk to children, young people, or adults with the appropriate bodies. For example, Disclosure and Barring Service, Police, Local Authority, and Social Services.

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- When planning activities and events Step Ahead includes an assessment of, and risk to, the safety of all children, young people and adults from abuse and neglect and designates a person who will be in attendance as a safeguarding lead for that event.
- Actions taken under this policy are reviewed by the Board and senior leadership team on an annual basis.
- This policy, related policies (see above) and the Safeguarding Procedures are reviewed no less than on a two-yearly basis and whenever there are changes in relevant legislation and/or government guidance as required by the Local Safeguarding Board, and/or National Governing Bodies or as a result of any other significant change or event.

## Implementation

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Step Ahead is committed to developing and maintaining its capability to implement this policy and procedures.

To do so the following will be in place:

- A clear line of accountability within the organisation for the safety and welfare of all children, young people, and adults.
- Access to relevant legal and professional advice.
- Regular management reports to the Board detailing how risks to safeguarding are being addressed and how any reports have been addressed.
- Safeguarding procedures that deal effectively with any concerns of abuse or neglect, including those caused through poor practice.
- A Safeguarding Lead (see Appendix).
- A delegated Safeguarding Lead/Welfare Officer for events/trips/camps/ competitions.
- Arrangements to work effectively with other relevant organisations to safeguard and promote the welfare of children, young people, and adults, including arrangements for sharing information.
- Codes of conduct for staff and candidates/learners and other relevant individuals that specify zero tolerance of abuse in any form.
- Risk assessments that specifically include the safeguarding of children, young people, and adults.
- Policies and procedures that address the following areas and which are consistent with this Safeguarding policy.

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<ul style="list-style-type: none"> <li>• Safeguarding Policy Statement and Procedures</li> <li>• Bullying and Sexual harrasment</li> <li>• Social Media</li> <li>• Equality, diversity, and inclusion</li> <li>• Codes of Conduct and a process for breach of these</li> <li>• Learner recovery and absenteeism</li> <li>• Online Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline and grievance</li> <li>• Concerns, Complaints and Compliments</li> <li>• Whistleblowing</li> <li>• Safe recruitment and selection (staff and volunteers)</li> <li>• Contract compliance</li> <li>• Information policy, data protection and information sharing</li> </ul>
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## Supporting Information

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### Key Points

- There is a **legal duty on Local Authorities** to provide support to ‘children, young people and adults at risk’.
- All children and young people can be considered to be at some level of risk due to the inherent vulnerability that is part of being a child. The definition of safeguarding, taken from working Together to Safeguard Children Legislation, is:
  - Protecting children from maltreatment.
  - Preventing impairment of children’s health or development.
  - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
  - Taking action to enable all children to have the best outcomes.
- **Adults at risk** are defined in legislation and the criteria applied differs between each home nation.
- The safeguarding legislation applies **to all forms of abuse** that harm a person’s well-being.
- The law provides a framework for good practice in safeguarding that makes the overall **well-being** of the individual at risk a priority of any intervention.
- The law in all four home nations emphasises the importance of **person-centred safeguarding**, (referred to as ‘**Making Safeguarding Personal**’ in England).
- The law provides a framework for all organisations to **share information and cooperate** to protect individuals at risk.

## Safeguarding Children Legislation

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There are many different policies and legislation regarding safeguarding children, as it is such a fundamental aspect of education and childcare. The key pieces of legislation are:

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- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- Keeping Children Safe in Education 2021.
- Working Together to Safeguard Children 2018.
- The Education Act 2002.
- The United Nations convention on the Rights of the Child 1992.
- The Equality Act 2010.
- The Children and Families Act 2014.
- The Human Rights Act 1998.

### *Key Information from the Safeguarding Children legislation*

While every part of the legislation is essential, understanding the key aspects and takeaways from the legislation is important for all people involved in the care of children and young people.

### The Children Act 1989

The full document can be found here: [Children Act 1989](#). The essentials of this piece of legislation are –

- To allow children to be healthy.
- Allowing children to remain safe in their environments.
- Helping children to enjoy life.
- Assist children in their quest to succeed.
- Help make a contribution – a positive contribution – to the lives of children.
- Help achieve economic stability for our children’s futures.

The Children Act outlined the definition of Children in Need, which is a useful definition to be aware of.

*“a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a Local Authority; or*

- a child whose health or development is likely to be significantly impaired; or further impaired, without the provision for him of such services; or
- a child is disabled”

It, therefore, places the responsibility with the local authority to ensure that these children are safeguarded. Local authorities are tasked with attempting to ensure, wherever possible, that children are brought up in their own families. This definition is key to safeguarding as in 2019 there were 399,500 children considered to be a child in need.

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### Equality Act 2010

The Equality Act 2010 aims to protect people or groups of people who have one or more 'protected characteristics'. These protected characteristics are features of people's lives upon which discrimination, in the UK is illegal.

The protected characteristics listed in the Act are:

- Age
- Disability
- Sexual orientation
- Sex
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief

This means that equal and fair treatment to everyone must be applied in a variety of aspects of everyday life including work, leisure and health and social care. It stipulates the following with regards to how individuals should be treated equally and fairly:

- Every individual has the right to be treated equally and fairly and not be discriminated against regardless of any 'protected characteristics'.
- Every individual has the right to be treated with respect and dignity.
- Health services have a duty to ensure that services are fair and meet the needs of everyone, regardless of their background or current circumstances.

### Children and Families Act 2014

This Act aims to ensure that greater protection is available for children who have been classed as vulnerable. It includes children who may be in foster care and those who are looked after or have additional needs. The Act also ensures that an Education, Health and Care Plan is produced for any child who has been identified as having additional needs.

### The United Nations convention on the Rights of the Child 1992

The United Nations Convention on the Rights of the Child (UNCRC) underpins many pieces of legislation that relate to the roles of individuals who work with children, such as the Children Act (2004) and the Equality Act 2010. The UNCRC highlights the importance of treating every child as a unique person, which helps to ensure that all of their needs are met in a way that is specific to them, enabling them to have a high quality of life.

### The Human Rights Act 1998

Human rights within the United Kingdom are protected by the Human Rights Act 1998, which means that if an individual believes that their human rights have been breached, they can take action

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against this in a court of law. Examples of rights that are contained within the Act, known as 'Articles' are:

- The right to freedom from torture and inhumane or degrading treatment or punishment.
- The right to liberty and security.
- The right to freedom of thought, conscience and religion.
- The right to freedom of expression.
- The right of access to an education.

Although usually associated with adults, this Act provides equal rights to children who are also protected by its content.

### Keeping Children Safe in Education 2021

This document can be found here: [Keeping Children Safe in Education](#). This document outlines statutory guidance for keeping children safe in schools and colleges. All staff must read section one, a record will be kept for audit and tracking purposes.

It is organised into five parts.

1. Safeguarding information for all staff (All staff must read this)
2. The management of safeguarding
3. Safer recruitment
4. Allegations of abuse made against teachers and other staff
5. Child-on-child sexual violence and sexual harassment

The key takeaway from this document is the focus on making sure that all staff are knowledgeable about safeguarding and current legislation. It provides a step-by-step approach to how safeguarding should be structured in schools and colleges, and what good practice looks like.

### *Staff roles and responsibilities*

Safeguarding and promoting the welfare of children is everyone's responsibility.

All staff should make sure that any decisions made are in the best interests of the child.

### *All staff should*

- Provide a safe environment in which children can learn.
- Know about (and feel confident to use) school safeguarding systems, including:
  - Policies on child protection, pupil behaviour and staff behaviour (your code of conduct).
  - Your safeguarding response to children who go missing from education.
  - The role and identity of your designated safeguarding lead (DSL) and any deputies.



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### *You need to know*

- How to identify children who may benefit from early help and what your local early help process is.
- How to make referrals to children's social care and for the statutory assessments that may follow a referral and their role in these assessments.
- How to identify signs of abuse and neglect, and what to do if a child makes a disclosure.
- How to maintain confidentiality by only involving those who need to be involved.
- That you should never promise a child confidentiality.

### *Working Together to Safeguard Children 2018*

The full document can be found [here](#). This guidance sets out details of the local authority's responsibility regarding the protection, safeguarding and welfare of all children. It also sets out details regarding how organisations and individuals should work together when conducting assessments of children.

The main purpose of this document is to share the importance of an inter-agency approach to safeguarding. This guidance was created after many instances of children not being kept safe due to the failure of different agencies to communicate and work together. When you think of safeguarding, it is important to think about it in terms of a jigsaw puzzle. Only once all the pieces are in place, can you see the full picture.

This document provides guidance on:

- Assessing needs and providing help including early help.
- Organisational responsibilities.
- Multi-agency safeguarding arrangements.
- Local and national child safeguarding practice reviews; and child death reviews.

### *The key principles of the legislation are:*

- Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part.
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

### *The Children and Social Work Act 2017*

This Act intends to improve support for looked after children and care leavers, as well as promoting the welfare and safeguarding of children. It sets out corporate parenting principles for the local authority to be the 'best parent it can be' to children who are in its care.

Local authorities are, under this Act, obliged to publish their support offer to care leavers and promote any educational attainment of children who have been adopted or placed in long-term care arrangements.

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### *The Education Act 2002*

The Education Act 2002 places a duty on educational settings such as schools and colleges to ensure that the safeguarding and welfare of children is paramount to the way in which their setting functions.

Specific duties are placed on local education authorities and governing bodies under Section 175 of the Act, which maintains that:

- The local education authority must make arrangements for ensuring that their responsibilities in terms of safeguarding are exercised so that children are safe and that their welfare is promoted.
- The governing body of a school should make arrangements to ensure that their functions concerning the school's conduct are exercised with a view to safeguarding and promoting the welfare of children who attend the school.
- The governing body of a school should ensure that staff receive adequate training related to the safeguarding and promotion of the welfare of children.

### *Review of sexual abuse in schools and colleges by Ofsted*

The rapid review of sexual abuse which can be found [here](#), including peer-on-peer sexual harassment, sexual violence and online abuse in schools and colleges in England was carried out by Ofsted, at the request the government. It looked at:

- safeguarding and the curriculum
- multi-agency safeguarding arrangements
- victims' voice and reporting.

This review made several recommendations for schools and colleges, multi-agency providers, the government, and the inspectorate. The recommendation for education providers:

### *Harmful Sexual Behaviour*

The definition of Harmful Sexual Behaviour:

*"Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or abusive towards another child, young person or adult."*

The report found that sexual harassment and online sexual abuse were the two issues most commonly experienced and talked about by children and young people. The vast majority of girls indicated that harmful sexual behaviours happened 'sometimes' or 'a lot' between people their age. Among the most commonly reported behaviours were: sexist name-calling and comments; and being sent or coerced into sharing sexual images. Boys were much less likely to think that harmful sexual behaviour affected them or their peers.

### *Recommendations for schools, colleges and partner agencies:*

- School and college leaders should develop a culture where all kinds of sexual harassment are recognised and addressed, including with sanctions when appropriate.
- The RSHE curriculum should be carefully sequenced with time allocated for topics that children and young people find difficult, such as consent and sharing explicit images.
- Schools and colleges should provide high-quality training for teachers delivering RSHE.

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- There should be improved engagement between multi-agency safeguarding partners and schools.

### *Recommendations for government*

- The government should consider the findings of the review as it develops the Online Safety Bill, in order to strengthen online safeguarding controls for children and young people. It should also develop an online hub where schools can access the most up-to-date safeguarding guidance in one place.
- A guide should be developed for children and young people to explain what will happen after they talk to school staff about sexual harassment and abuse.
- The government should launch a communications campaign about sexual harassment and online abuse to help change attitudes, including advice for parents and care.

## Types of Abuse against Children

Typically abuse can be either one of, or a combination of these four categories:

- Physical
- Sexual
- Emotional
- Neglect

## Common signs of child abuse

- Unexplained changes in behaviour or personality.
- Becoming withdrawn.
- Seeming anxious.
- Becoming uncharacteristically aggressive.
- Lacks social skills and has few friends, if any.
- Poor bond or relationship with a parent.
- Knowledge of adult issues inappropriate for their age.
- Running away or going missing.
- Always choosing to wear clothes which cover their body

For more information, you can visit the NSPCC website.

## Safeguarding Adults

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### Definition of an Adult at Risk

The Safeguarding Adults legislation creates specific responsibilities on Local Authorities, Health care providers, and the Police to provide additional protection from abuse and neglect to Adults at Risk.

When a Local Authority has reason to believe there is an adult at risk, they have a responsibility to find out more about the situation and decide what actions need to be taken to support the adult.

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The actions that need to be taken might be by the Local Authority (usually social services) and/or by other agencies, for example, the Police and Health care providers. The Local Authority's role includes having multi-agency procedures which coordinate the actions taken by different organisations.

An adult at risk is an individual aged 18 years and over who:

- a. has needs for care and support (whether or not the local authority is meeting any of those needs) AND;
- b. is experiencing, or at risk of, abuse or neglect, AND;
- c. as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

### Safeguarding Adults Legislation

The Safeguarding Adults Legislation in each England defines categories of adult abuse and harm as follows. (Taken from The care Act 2014)

- Physical
- Sexual
- Emotional/Psychological/Mental
- Neglect and acts of Omission
- Financial or material abuse
- Discriminatory
- Organisational / Institutional
- Self-neglect
- Domestic Abuse (including coercive control)
- Modern slavery

### Signs and Indicators of Abuse and Neglect

An adult may confide to a member of staff, , volunteer or another participant that they are experiencing abuse inside or outside of the organisation's setting. Similarly, others may suspect that this is the case.

There are many signs and indicators that may suggest someone is being abused or neglected. There may be other explanations, but they should not be ignored. The signs and symptoms include but are not limited to:

- Unexplained injuries – or lack of medical attention when an injury is present.
- Person has belongings or money going missing.
- Person is not attending / no longer enjoying their learning. You may notice that a participant in a group has been missing from sessions and is not responding to reminders from staff members.

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- Someone losing or gaining weight / an unkempt appearance. This could be a person whose appearance becomes unkempt, does not wear suitable clothing and there is a deterioration in hygiene.
- A change in the behaviour or confidence of a person.
- Self harm.
- A fear of a particular group of people or individual.
- A parent/carer always speaks for the person and doesn't allow them to make their own choices
- They may tell you / another person they are being abused – i.e. a disclosure

### Wellbeing Principle

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The concept of 'well-being' is threaded throughout UK legislation and is part of the Law about how health and social care is provided. Our well-being includes our mental and physical health, our relationships, our connection with our communities and our contribution to society.

Being able to live free from abuse and neglect is a key element of well-being.

The legislation recognises that statutory agencies have sometimes acted disproportionately in the past. For example, removing an adult at risk from their own home when there were other ways of preventing harm. In the words of Justice Mummery *'What good is it making someone safe when we merely make them miserable?'* What Price Dignity? (2010)

For that reason any actions taken to safeguard an individual must take their whole well-being into account and be proportionate to the risk of harm.

### Mental Capacity and Decision Making

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UK Law assumes that all people over the age of 16 have the ability to make their own decisions, unless it has been proved that they can't. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them.

Mental capacity refers to the ability to make a decision at the time that the decision is needed. A person's mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves.

Each home nation has legislation that describes when and how we can make decisions for people who are unable to make decisions for themselves. The principles are the same.

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- We can only make decisions for other people if they cannot do that for themselves at the time the decision is needed.
- If the decision can wait, wait – e.g. to get help to help the person make their decision or until they can make it themselves.
- If we have to make a decision for someone else then we must make the decision in their best interests (for their benefit) and take into account what we know about their preferences and wishes.
- If the action we are taking to keep people safe will restrict them then we must think of the way to do that which restricts to their freedom and rights as little as possible.

There may be times when a we need to make decisions on behalf of an individual in an emergency. Decisions taken to safeguard an adult who cannot make the decision for themselves could include:

- Sharing information about safeguarding concerns with people that can help protect them.
- Stopping them being in contact with the person causing harm.

## Recording and Information Sharing

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All organisations must comply with the Data Protection Act (DPA) and the General Data Protection Regulations (GDPR).

Information about concerns of abuse includes personal data. It is therefore important to be clear as to the grounds for processing and sharing information about concerns of abuse.

Processing information includes record keeping. Records relating to safeguarding concerns must be accurate and relevant. They must be stored confidentially with access only to those with a need to know.

Sharing information, with the right people, is central to good practice in safeguarding. However, information sharing must only ever be with those with a 'need to know'.

This does **NOT** automatically include the persons parent or guardian, spouse, partner, adult, child, unpaid or paid carer. Information should only be shared with family and friends and/or carers with the consent of the individual or if the individual does not have capacity to make that decision and family/ friends/ carers need to know in order to help keep the person safe.

The purpose of Data Protection legislation is not to prevent information sharing but to ensure personal information is only shared appropriately. Data protection legislation allows information sharing within an organisation. For example:

- Anyone who has a concern about harm can make a report to an appropriate person within the same organisation
- Case management meetings can take place to agree to co-ordinate actions by the organisation

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The circumstances when we need to share information without consent include those where:

- it is not safe to contact the person to gain their consent – i.e. it might put them or the person making contact at further risk.
- you believe they or someone else is at risk, including children.
- you believe the person is being coerced or is under duress.
- it is necessary to contact the police to prevent a crime, or to report that a serious crime has been committed.
- the person does not have mental capacity to consent to information being shared about them.
- the person causing harm has care and support needs.
- the concerns are about an person at risk living in Wales or Northern Ireland (where there is a duty to report to the Local Authority).

When information is shared without consent this must be explained to them, when it is safe to do so, and any further actions should still fully include them.

Any decision to share or not to share information with an external persons or organisation must be recorded together with the reasons to share or not share information.

## Multi-Agency Working

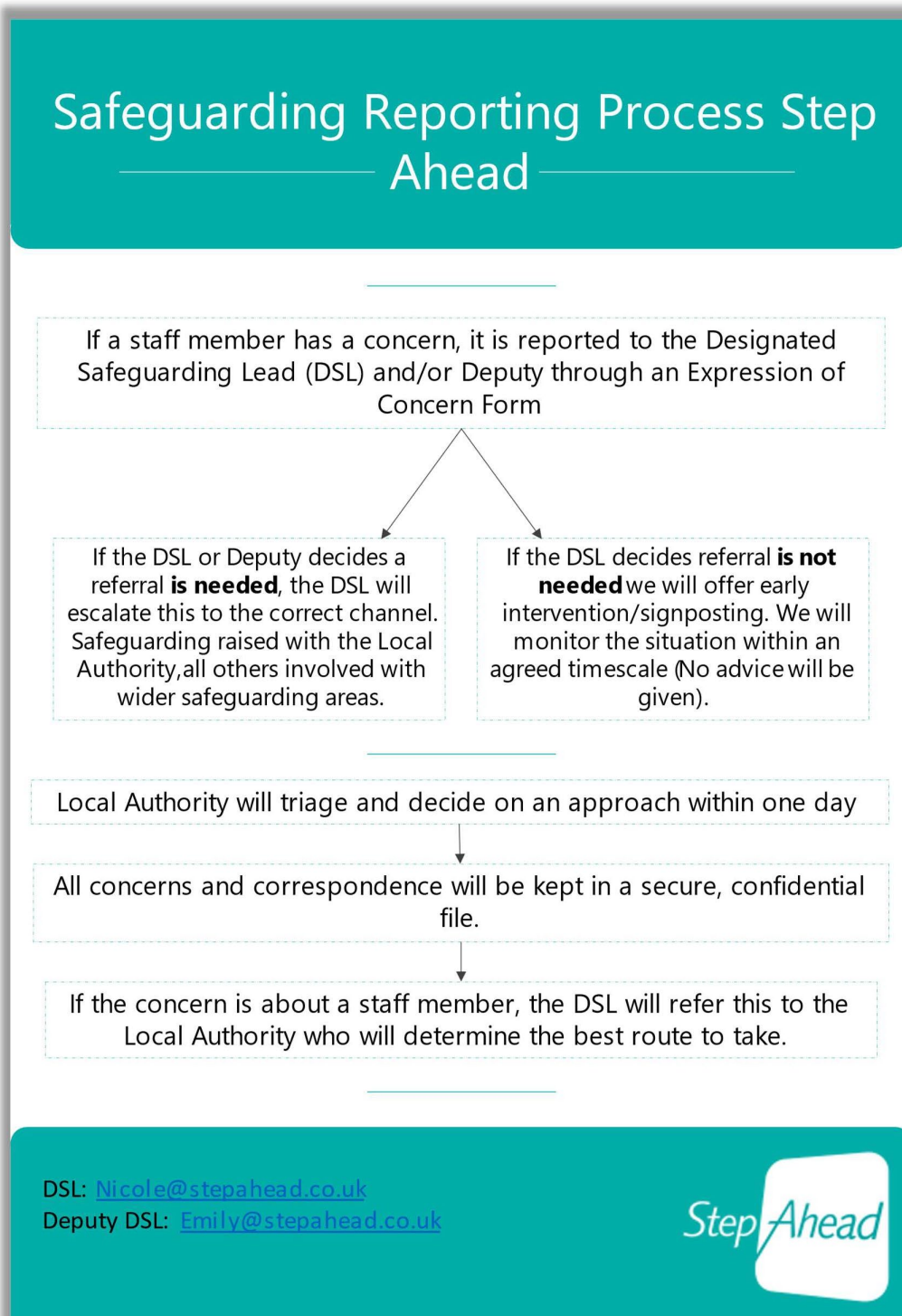
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Step Ahead may need to cooperate with the Local Authority and the Police including to:

- Provide more information about the concern you have raised.
- Provide a safe venue for the adult to meet with other professionals e.g. Police/Social Workers/Advocates.
- Attend safeguarding meetings.
- Coordinate internal investigations (e.g. complaints, disciplinary) with investigations by the police or other agencies.
- Share information about the outcomes of internal investigations.
- Provide a safe environment for the person to continue their learning/ their role in the organisation.

Appendices

Safeguarding Reporting Process





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### DSL Role Description

#### Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety). This role carries a significant level of responsibility.

Providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so and to contribute to the assessment of children.

The designated safeguarding lead is expected to refer cases:

- Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- Where a person has been dismissed or has left the business due to potential risk or harm to a child to the Disclosure and Barring Services as required, and;
- Where a crime may have been committed to the police, as required,

The following resource should help you to understand when to consider calling the police and what to expect when working with the police.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### Working with others

- Act as the source of support, advice and expertise for all staff;
- Act as point of contact with safeguarding partners;
- Liaise with the CEO to inform them of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Liaise with staff on matters of safety and safeguarding and welfare (including online and digital) and when deciding whether to make a referral by liaising with relevant agencies so that the children's/adults needs are considered holistically;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Working with the CEO and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact of these issues on children's attendance, engagement and achievement.

This includes:

- Ensure that the organisation knows those who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for them and,
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have had a social worker reach their potential,

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recognising that even when statutory social care interventions have ended, there is still a lasting impact on children's educational outcomes.

### Record Keeping

The DSL is responsible for ensuring that safeguarding files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in separate child protection files for each child.

Records should include:

- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

### Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Part One, Two and Five of the Keeping Children Safe in Education document, and therefore the designated safeguarding lead should be equipped to:

- Understand the importance of information sharing, both within the company, with safeguarding partners, other agencies, organisations and practitioners;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UL General Data Protection Regulation (UK GDPR); and,
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

### The designated safeguarding lead will

- Ensure that all staff have access to, and understands the Safeguarding Policy and procedures, especially new and part-time staff;
- Ensure that the Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the board regarding this;
- Ensure that the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the organisation in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements; and,
- Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the leadership team

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### Training knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out their role. This training must be kept up to date at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

We expect the DSL to hold a minimum of Level three Safeguarding qualifications with regard to children and adults. Deputy DSLs are expected to have a minimum Level two safeguarding qualification with regard to Children and Adults.

The training should provide designated safeguarding leads with a good understanding of their role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements,
- Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children's social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this to promote educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the company and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand and support the company with the requirement of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability require to keep children safe whilst they are online in the company;
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and,
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the company may take to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this may be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read

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and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### Providing support to staff


Training should support the designated safeguarding lead in developing expertise to support and advise staff and help them feel confident on welfare, safeguarding, and child protection matters. This includes specifically:

- Ensuring that staff are supported during the referral processes; and
- Supporting staff to consider how safeguarding, welfare and educational outcomes are linked, including informing the provision of academic and pastoral support.

### Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, and in any measures, the company may put in place to protect them; and,
- Understand the difficulties children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication.

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