

Safeguarding Policy

Introduction

This policy should be used in collaboration with the school's Child Protection Policy

The Bridge SEN School recognises its responsibility to safeguard the welfare of all members of staff and Learners enrolled with us. We are committed to providing a safe and secure environment for young people, staff and visitors and promoting a climate where young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

We aim to safeguard and promote the welfare of young people by protecting them from maltreatment; preventing impairment of young people's health or development; ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have the best outcomes.

Our Safeguarding policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent School Standards) Regulations 2014(for independent schools), and the guidance contained in "[Working Together to Safeguard Children](#)", the DfE's statutory guidance "[Keeping Children Safe in Education](#)". Ofsted Guidance and procedures produced by the London Safeguarding Young person Board ([LSCB](#)) and the Southwark Safeguarding Children Board(SSCB).

We also have regard to the advice contained in DfE's "[What to do if you're worried a child is being abused](#)" and "[Information Sharing – Advice for practitioners](#)".

The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

We will ensure that all staff read at least Part one of DfE guidance "[Keeping Children Safe in Education](#)" and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

Definition

Safeguarding is the action that is taken to promote the welfare of children and young people and protect them from harm. [The Children Act 1989](#) introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development.

The Aim of our safeguarding policy includes:

- Providing protection for Learners enrolled at The Bridge SEN School from abuse and maltreatment
- Preventing harm to learner's health or development
- Identifying the names of responsible persons in the school and explain the purpose of their role
- Describing what should be done if anyone in the school has a concern about the safety and welfare of a young person who attends the school
- Setting out expectations in respect of training
- Providing staff and host families with guidance on procedures they should follow if they suspect any student may be experiencing or at risk of harm
- Setting out expectations of how to ensure young people are safeguarded when there is potential to come into contact with non-school staff.
- Outlining how complaints against staff will be handled
- Clarifying how Learners will be kept safe through the everyday life of the school
- Measures to follow to avoid making ourselves vulnerable to suspicion of any form of abuse

The measures include among others:

- Taking steps to ensure that all applicants who work within THE BRIDGE SEN SCHOOL are interviewed and required to provide at least one reference, all such references will be followed up.
- Disclosure and Barring Service checks on all members of staff. It will be made clear to applicants that the work will involve working with young people under age 18 and is exempt from the Rehabilitation of Offenders Act 1974.
- THE BRIDGE SEN SCHOOL excludes known abusers.
- Appointment of a Safeguarding Officer to monitor issues relating to the safety of Learners.
- Members of staff are registered with the Independent Safeguarding Authority (ISA).*
- Providing training opportunities for staff to ensure that symptoms of possible abuse can be recognised (physical, sexual, emotional and neglect) and the appropriate response to suspicions of abuse.
- Implementing Safeguarding guidelines and accepted procedures including a Code of Conduct for staff.

- Ensuring Learners and stakeholders know how to make reports and to whom.
- Sharing information and acting promptly and professionally to any observation or concerns raised.

Safe Working guidelines for Staff

All members of staff are advised to ensure that they avoid making themselves vulnerable to suspicion of any form of abuse by following the guidelines and procedures set out in Right Support Management Limited's Staff Handbook.

Role and Duties

Safeguarding and promoting the welfare of Learners in our school is the responsibility of the whole school community.

- **Designated Safeguarding Officers**

The Designated Safeguarding Lead is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's leadership team, and the DSL role must be set out in the post holder's job description.

The Designated Safeguarding officers of the school are:

James Nuttall (james.nuttall@rightsupportmanagement.co.uk 07802451640 and
Edith Eneanya-Bonito (edithenanya-bonito@rightsupportmanagent.co.uk) +44(0) 7930561661

- **All Staff**

All adults working in this School (including visiting staff, volunteers and Learners on placement) are required to fill in a Welfare concern report (Appendix 1) for any instances of actual or suspected young person abuse or neglect and inform the Designated Safeguarding officers who are members of the school's leadership team. Teachers and staff are responsible for:

- recording any welfare concerns
- recording any accident or incident that occurs while the young people are under their care
- participate in any safeguarding investigation of alleged abuse or other concern
- reporting any suspected misuse or problem
- ensuring any digital communication with learners is purely professional

- online safety issues are embedded in all aspects of the curriculum and other activities
- Learners understanding and following the Online Safety Policy and acceptable use policies
- ensuring Learners have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- monitoring the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices.

- **Governors**

School governors have collective duties and responsibilities to safeguard and promote the welfare of young learners and to ensure that the school's safeguarding policies, procedures and training are effective and comply with the law at all times.

The Designated Safeguarding governor is:

Lynn Nuttall +44(0)7427861058 (lynn50@hotmail.com)

Recognising abuse

Keeping Children Safe in Education is clear that all school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. It is also important that staff are aware and consider the impact of environmental factors that are present in a child's life that may be a threat to their safety and/or welfare.

Contextual Safeguarding relates to incidents that are associated with factors or other students within or external to the school setting. These factors are an important part of discussing and sharing concerns with the DSL. Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear individual responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here' and always act in the best interests of the child. Appendix 4 details examples of possible indicators of each of the four kinds of abuse.

Types of abuse and neglect

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Abuse: a form of maltreatment of a young person. Somebody may abuse or neglect a young person by inflicting harm or by failing to act to prevent harm. Young person may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another young person. Abuse, neglect, or sexual violence and harassment can occur between two children of any age and sex and is never acceptable. All staff at the School are advised to maintain an attitude of 'it could happen here'.

- i)* **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.
- ii)* **Emotional abuse:** the persistent emotional maltreatment of a young person such as to cause severe and 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 include not giving the young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young person. These may include interactions that are beyond a young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the young person from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing young person frequently to feel frightened or in danger, or the exploitation or corruption of young person. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.
- iii)* **Financial abuse:** a form of abuse that takes advantage of a person's vulnerability to exploit or steal money from them or to deny them access to their assets. Financial abuse can also include the forcible sale of property without consent, deceiving someone into making poor investments, impersonating a person to access their assets, or altering documents that include sensitive financial information.
- iv)* **Sexual abuse:** involves forcing or enticing a young person or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young person in looking at, or in the production of, sexual images, watching sexual activities, encouraging young person to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult

males. Women can also commit acts of sexual abuse, as can other young person. However, it is more statistically likely that girls will be the victims and sexual violence or harassment will be perpetrated by boys. Anyone who is a victim of sexual violence or sexual harassment will likely find the experience stressful and distressing and staff should take any reports or an overheard conversation very seriously. It is advised that staff read "[Sexual Violence and Sexual Harassment Between Children in School and Colleges](#)" for further information about what sexual violence and harassment constitutes, harmful sexual behaviour and related legal responsibilities.

- v) **Discriminatory abuse:** involves the discriminatory treatment of someone due to a person's race, gender, age, disability, religion, sexuality, appearance or cultural background. It may be a feature of any form of abuse and manifests itself as physical abuse/assault, sexual abuse/assault, financial abuse/theft, neglect and psychological abuse/harassment. It includes verbal abuse and racist, sexist, homophobic, transphobic or ageist comments, or jokes or any other form of harassment. It also includes not responding to dietary needs and not providing appropriate spiritual support.
- vi) **Domestic abuse:** Any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm young person and young people and witnessing domestic abuse is young person abuse. It's important to remember domestic abuse can include physical, emotional, financial and sexual abuse.
- vii) **Neglect or acts of omission:** 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a young person is born, neglect may involve a parent or carer failing to: provide adequate food, 12 clothing and shelter (including exclusion from home or abandonment); protect a young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.
- viii) **Young person Trafficking:** where young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, sold or forced to work. Traffickers often groom young person and families to gain their trust or may promise the families that they can provide a better life for their young person. It is an economic crime that seeks to make money by exploiting the young person they traffic. Trafficked young person experience many types of abuse and neglect including sexual exploitation and physical and emotional abuse.

Forms of abuse linked to culture, faith or belief

The Bridge SEN School has an Equality policy that promotes mutual respect and acceptance of those with different faiths and beliefs. However, it does recognise that some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they 'could not happen here') and to report promptly any concerns to the Safeguarding officer who will seek further advice from statutory agencies, prior to contacting parents/carers.

- i) *Female Genital Mutilation* is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious and long-lasting implications for physical health and emotional well-being. Possible indicators include taking a girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. In addition to reporting any concerns to the Safeguarding Officer all staff have a statutory duty to report personally to the Police if they discover that female genital mutilation has or appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.
- ii) *Forced Marriage* is illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or 'monitored' by siblings. There might be requests for extended absences from school or might not return from a holiday abroad. We recognise that school staff can play an important role in safeguarding young person from forced marriage.
- iii) *'Honour-based'* abuse is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the abuse is often committed with some degree of approval and/or collusion from family or community members. All forms of so called honour- based abuse are abuse, regardless of the motivation, and should be referred accordingly.
- iv) *Radicalisation and extremism* Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. All staff hearing any radical or extremist language should consider this a genuine concern and fill out a Welfare concern form.

Identifying abuse:

The following are guidelines to identifying abuse; it is not an exhaustive list as abuse may exist in various forms (Please see Appendix 3):

- Unexplained injuries
- Sexually explicit behaviour during activities
- Fear or distrust of adults or other Learners
- Difficulty socialising with other Learners
- Unexplained mood swings and personality changes
- Avoiding activities when they usually participate

For other signs please see Appendix 4

Procedure on suspicion or allegation of abuse

If a member of staff is suspected of any form of abuse, such suspicions will be reported to the Academic Manager or the Director if the allegation is about the Academic Manager. This should be done in writing. If it is done orally, a written record must be made of the allegation. Not recognising, acknowledging or understanding the scale of harassment and abuse leads to culture of unacceptable behaviour, an unsafe environment and possibly even a culture that normalises abuse and does not take it seriously enough to report it. The person who hears the initial report should wait until the disclosure is complete and then write a summary of what was disclosed. Such reports should be limited to facts about what was disclosed, not opinions.

The person against whom the allegation is made will be informed of the allegation and interviewed immediately. Following the interview, if there is any potential substance to the allegation, they will be suspended from their duties pending further investigation. Confidential records will be kept of the allegation and all subsequent proceedings.

Reports of sexual violence and or harassment are likely to be complex and require difficult professional decisions so advice can be sought from the safeguarding officer and the director if required. It is likely the school will have to make a decision on a case by case basis, and involve social care and the police if required.

Victims should always be reassured that they are safe and not made to feel they are creating a problem for reporting any kind of abuse or harassment whether it occurs in the school or outside or online. The school has a zero tolerance policy towards any sexualised violence and harassment. Any occurrences by staff will be treated with the fullness of the disciplinary procedure (See the Disciplinary Policy for full details). Due to the nature of the learners at The Bridge SEN School any occurrences by learners will be thoroughly investigated and may result in require the involvement of social services or the police. It may be that the behaviour that the young

person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person is a risk of further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

Unfounded allegations will result in all rights being re-instated and The Bridge SEN School may decide to pursue disciplinary action against the individual who made their allegation. Founded allegations will be passed on to the police and will result in a termination of employment. THE BRIDGE SEN SCHOOL will also inform the Independent Safeguarding Authority (ISA) to ensure accurate records are kept. Records of founded and unfounded allegations should be retained and reviewed if new evidence comes to light.

Disclosures (for more information about the policies to handle disclosures please see the school's Disclosures Policy)

Responding to the child who discloses (talks about) abuse All staff and volunteers will:

- Listen carefully to what is said
- Avoid showing shock or disbelief
- Observe the child's demeanour
- Find an appropriate opportunity to explain that the information will need to be shared with others. They will not promise to keep the information confidential or a 'secret'
- Allow the child to continue at her/his own pace and not interrupt if the child is freely recalling events. They will not stop him/her in order to find a 'witness' as this could inhibit the child from saying more
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary they should be framed an open manner and not 'lead' the child in any way
- Reassure the child, if necessary, that s/he has done the right thing in telling
- Explain what will happen next and with whom the information will be shared
- Not ask the child to repeat the disclosure to anyone else in school – including the DSL - or ask him/her or any other children who were present to write a written account or 'statement'
- Complete a disclosure form (Appendix 2)

Allegations made by children about other children

At The Bridge SEN School, we aim to create an environment that enables students to build a secure emotional platform to support their personal, social and academic wellbeing. This environment should enable students and staff to cultivate an inclusive community that fosters positive attitudes, relationships and a sense of personal wellbeing and fulfilment. This is achieved throughout our curriculum, but also through ensuring students have clear guidance on what is expected of them within the school community. The Student Handbook and Anti-Bullying Policy outline the school's expectations of students conduct and behaviour.

Children with SEN are especially vulnerable to abuse, adults who work with them need to be vigilant and take extra care when interpreting apparent signs of abuse or neglect. There are no different or separate procedures for such children if there are indicators of abuse or neglect. This policy does however recognise that children with SEN and who are disabled can be disproportionately impacted by things like bullying, without outwardly showing any signs. The Bridge SEN School recognises that children are capable of abusing their peers. The school will assess if any behaviours are potentially abusive by considering if there is a large difference/imbalance of power between the students concerned; or if the perpetrator has continually tried to harm one or more student(s) or if the perceived intentions of the perpetrator are of concern.

If one student causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues unless there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. All incidents will, however, be taken seriously, parents/carers will be contacted and appropriate action taken. The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Safeguarding Officer should be consulted if there is any doubt about the right course of action. A referral to Children's Social Care will be made in all cases of domestic abuse relating to young people who experience physical, emotional, sexual and/or financial abuse, or coercive or controlling behaviours in their intimate relationships. A referral to Children's Social Care will be made if a child or young person displays sexually harmful behaviour. This involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other. Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action. Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. Sexting involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or of children under the age of 18, shared via a mobile phone, handheld device or website.

Allegations made against Staff of Governors

The School has procedures for dealing with allegations against staff (including the Principal), Governors and contractors who work with vulnerable young people that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. All staff are inducted, providing guidance is given to staff and volunteers to ensure that their behaviour and actions do not place learners or themselves at risk of harm or of allegations of harm to a learner. This guidance is contained in the Staff Handbook describing staff conduct and the Safeguarding policy includes details of additional safeguarding arrangements where staff engage in one-on-one teaching and meetings with pupils. The School's separate Whistle-blowing Policy sets out the procedure for reporting wrongdoing by staff in the workplace that does not involve the safeguarding of children. Any allegation against a member of staff, or any volunteers who work with children, or the Head or a Governor must be reported immediately in accordance with the procedures set out below. These procedures will be used where the member of staff, volunteer, the Head or Governor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children.

Reporting allegations against staff, the Principal, Governors or contractors

- Where an allegation or complaint is made against any member of staff (other than the Safeguarding officer or the Principal), a Staff Referral form (Appendix 3) must be completed the matter must be reported immediately to the Safeguarding officer and the Principal
- If the allegation involves the Principal, the Safeguarding officer will liaise directly with the Chair of Governors without notifying the Principal.
- Where an allegation is made against the Safeguarding Officer, the matter must be reported immediately and directly to the Principal.
- The Designated Officer (LADO) will be informed of allegations that come to the attention of the School or that are made directly to the police as soon as possible, within one working day. It is the responsibility of the Head or Chair of Governors, as

appropriate, to report the matter to the Designated Officer (DO) formerly the Local Authority Designated Officer (LADO) Please email LADO@cityoflondon.gov.uk or phone **020 7332 1215**.

The case manager of the LADO's office will inform the accused person of the allegation as soon as possible after the Designated Officer (LADO) has been consulted. The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible. The 'case manager' will seek assurance from the Designated Officer (LADO) before allowing the staff member to resume their duties at the school. Where the Designated Officer (LADO) advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the case manager should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

The Bridge SEN School has a duty of care towards its employees and as such, it will ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with part four of **Keeping Children Safe In Education**.

If the School ceases to use the services of a member of staff, governor or contractor because he or she is unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff (or a Governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible in cases of serious professional misconduct. Where a teacher has been dismissed or would have been dismissed had he/she not resigned, in circumstances where the threshold for a DBS referral have not been met, separate consideration will be given as to whether the matter should be referred to the National College for Teaching and Leadership (NCTL). This will include matters where there has been unacceptable professional conduct, conduct which may bring the teaching professional into disrepute, conviction at any time of a relevant offence or where a prohibition order may otherwise be appropriate.

Where an unsubstantiated, false or malicious allegation by a pupil or member of staff is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action. Where a parent has made a deliberately invented or malicious

allegation the Head will consider whether to require that parent to withdraw their child or children from the Bridge SEN School on the basis that they have treated The Bridge SEN School or a member of staff unreasonably. The Bridge SEN School reserves the right to contact the police to determine whether any action might be appropriate.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and young person care, education and other young person's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("**The Prevent duty**"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. "[The Revised Prevent duty Guidance for England and Wales](#)" recognises the need to prevent young people from being drawn in an aspect of safeguarding and this can include not just violent extremism but also non-violent extremism as this can create an atmosphere conducive to terrorism.

Schools can help to protect young person from extremist and violent views in the same ways that they help to safeguard young people from drugs, gang violence or alcohol.

Indication of Radicalisation and extremism

This list is not exhaustive. Signs and indicators are taken from the NSPCC Website and ChildLine, January 2017. Radicalisation can be really difficult to spot as they signs do not always indicate radicalisation is taking place; it may be normal teenage behaviour or a sign something else is wrong. Signs that may indicate a child may be being radicalised can include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful, rudeness, aggression or violence attitude towards others or a particularly group of people.
- increased levels of anger
- increased secretiveness, especially around internet use.
- talking positively about groups or people who promote hate, or make it seem like these groups are OK
- spend time with people or on websites that promote violence, hate, racism, homophobia or Islamophobia
- refuse to talk to people from a certain country or who have a different sexuality or beliefs

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- **Example indicators that an individual is engaged with an extremist group, cause or ideology include:** spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- **Example indicators that an individual has an intention to use violence or other illegal means include:** clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- **Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:** having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

We will refer young person at risk of harm as a result of involvement or potential involvement in extremist activity to Southwark Multi Agency Safeguarding Hub ([MASH](#)). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received.

The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks.

The Designated Safeguarding Lead will make a referral to the Channel Practitioner if there are sufficient concerns.

Peer on Peer abuse and Bullying

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This kind of abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences a result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm. Staff, alongside the safeguarding officer have to make their own judgements about each specific case and should use this policy guidance to help.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff should talk to the children in a calm and consistent manner without prejudice, judgment, or being dismissive or irresponsible in dealing with such sensitive matters.

Consider:

- Always take complaints seriously
- Gain a statement of facts from the learner(s) for non-verbal learners utilise other resources like CCTV footage, witness statements to get as clear a picture as possible
- Assess needs of victim and alleged perpetrator
- Need of referral to Police or Social Care
- Contribute to multi-agency assessments

Commented [LE012]: This isn't specifically covered as a section in the safeguarding policy, however elements of it are covered individually through the policy (some points are mentioned as your read through the safeguarding policy)

- Convene a risk management meeting
- Record all incidents and all action taken

When recording sexualised behaviour:

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Use proper names for body parts but record exactly any language or vocabulary used by the learner. Use the learner' exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

Gather the facts by speaking to all the young people involved separately, gain a statement from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

Disclosures about bullying should be recorded on a Disclosure form.

Excursions: Safeguarding Under 18s:

- Where possible if there are Learners who are under 18 on an excursion, there should be 2 teachers and or a teacher's assistant accompanying each group.
- Under 18 Learners should be clearly identified on the passenger list.
- Teachers should double check before the journey to ensure that all Under 18 Learners are noted.
- If an under 18 student fails to arrive at the appointed time for the excursion, the Teacher should inform the Student Welfare Officer.
- Teachers must have the mobile number of all under 18 Learners able to access and use mobile technology
- Under 18 Learners should stay with the teacher or their carer during the excursion.
- Generally under 18 Learners that are not enrolled as THE BRIDGE SEN SCHOOL should not be allowed in the classroom.
Exceptions to this can include:

Responding to concerns reported by parents or others in the community

Occasionally parents or other people in the local community tell school staff about an incident in or accumulation of concerns they have about the family life of a child who is also a pupil at the school. If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives of the report. Members of staff will pass the information to the Safeguarding officer. It is preferable if the person expressing the concern who witnessed or knows about the concerns or incident makes a call to Children’s Social Care themselves as they will be better able to answer any questions. The Safeguarding officer will advise accordingly and later confirm that this referral has been made. If the person expressing the concern refuses to make the referral, the Safeguarding officer will clarify that s/he (Safeguarding officer) has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information. This process also applies to parents / community members who are also school staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

Mental Health

It is possible that mental health problems can be an indication that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. The suffering experienced through abuse and neglect and other potentially traumatic childhood experiences can have a lasting impact through childhood and into adulthood. Any staff member who has a mental health concern about a child that is also a safeguarding concern should report the concern to the designated safeguarding lead. No member of staff other than an appropriately trained professional should attempt a diagnosis, but as staff can observe the learners day to day, they can make observations about behaviour that suggests mental health problems or the risks of one developing.

In [Promoting children and young people's emotional health and wellbeing 2015](#) Public Health England recommend a full school approach to the care and promotion of young people’s mental health (appendix 5). As the environment of a school can have a profound influence on both learner and staff mental wellbeing, Right Support Management is committed to providing a nurturing environment and adopts proactive engagement with families, outside agencies and the wider community to provide consistent support for our learner’s health and wellbeing. The school has a full time Educational Psychologist who conducts frequent observations and assessments of learners.

According to [Mental health and Behaviour in Schools](#) Mental health problems and disorders can be classified as:

Commented [LE013]: Section on safeguarding that says working with “parents” but not others in c ommunity

- emotional disorders, for example phobias, anxiety states and depression;
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, for example disturbance of activity and attention;
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect;
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Due to the nature of the learners attending the Bridge SEN School many of the learners demonstrate challenging behaviour and occasionally may have a long history of challenging behaviour. Staff are advised to create positive behaviour schemes (PBS) with the help for the school Educational Psychologist to help manage the behaviour of the learner but if challenging behaviour persists then it is advised that the Educational Psychologists recommend an external examination of the learner by an appropriate professional.

Absence

Young people who are frequently absent from education are considered to be at risk of sexual abuse or sexual and criminal exploitation. Any unscheduled absence reported to the Course Co-ordinator should immediately be followed by steps taken to confirm the location and safety of the student. The student's residence or parents will be contacted to discover the reason for the absence. If necessary, a meeting will be arranged with an absent student and their parent or carer to confirm the reason for absence and check whether there are causes for concern; the result of the meeting will be recorded and kept in the student's file.

Additional Checklist for Under 18s:

- ✓ Identifying Under 18's by their learner ID card, the Date of Birth highlighted in bold red.

- ✓ The Safeguarding Officer meets with the learner during the first week (thereafter monthly) of Under 18's stay, to ask how they are faring. The Student Welfare Officer also checks with learners and teachers every week to ensure there are no problems with workload to check overall well-being.
- ✓ Safety during Excursions and social activities: ensuring every student is aware of the procedure and has teacher's phone number
- ✓ Refer learners to the Under 18 section of learner Handbook
- ✓ Safety: ensuring all learners are aware of emergency phone numbers
- ✓ The Academic Manager will identify Under 18 learners on the class register
- ✓ Records of such meeting notes will be stored for safe-keeping in the Safeguarding File
- ✓ Any social event will be planned to ensure that there is variety of inclusive activities for Learners of all ages
- ✓ The Bridge SEN School will consider under 18's with regards to staff conduct, social activities and risk assessment
- ✓ Requesting permission letters from parents/guardian before arrival for under 18's.

Training

All staff members will receive appropriate Safeguarding and Prevent training which is regularly updated.

In addition, all staff members will receive Safeguarding and Prevent updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard young person ren effectively.

All newly recruited staff (teaching and non-teaching) and Governors will be apprised of this policy and will be required to attend relevant LA or internal Safeguarding training.

Recruiting

The Bridge SEN School believe in recruiting staff that are suitable to work with children in the school.

Advertisements for positions in the school define the specifications of the role including the safeguarding requirements. Candidates are asked to provide:

- personal details
- details of their present or last employment
- full employment history
- qualifications
- details of two professional references.

Candidates are shortlisted and then asked to produce a self-declaration of their criminal record or information that would make them unsuitable to work with children.

References should confirm the candidate's suitability to work with children and so include information of any substantiated safeguarding allegations.

Pre-appointment vetting checks for candidates must include an enhanced DBS check, a separate children's barred list check, proof of eligibility to work in the UK and if they have lived and worked abroad for a period of longer than three months within the last five years provide an appropriate police check for that country as soon as is convenient (the school recognises such overseas checks can sometimes take a considerable time to be completed). All qualifications must be verified. If the candidate is taking up a management position, a section 128 check must be completed. Any staff member undertaking a teaching position must be confirmed to not be on the teacher's prohibition list.

When the school uses contractors, the Safeguarding requirements should be set out between the individual/organisation and the school and the college. The contractor must be or have been subject to the appropriate level of DBS checks.

Any staff with delayed suitability checks may begin work at The Bridge SEN School at the discretion of the Academic Manager and the Principal but will not be allowed to teach a group or individual Learners without supervision until the suitability checks have been completed. If at any time the new employee demonstrates any behaviour that is unsuitable, their offer of employment will be withdrawn. Any staff member who has been unable to complete the suitability checks according to Right Support Management Ltd's Recruitment policy within two months may have their offer of employment withdrawn. In the case of the new staff member being unsuitable to continue teaching either on the day or permanently, then the lessons will be covered by the academic manager or administrative assistant until further notice. If either the academic manager or administrative assistant are not available, then a teacher who has successfully completed their suitability check will be asked to cover the class.

Safety in the school

Please consult the schools Health and Safety policy for more information but for general advice about maintaining a safe working environment consider the following:

- No internal doors to classrooms will be locked whilst young people are present in these areas.
- Entry to school premises will be controlled by magnetic doors that are secured and controlled by constant staff supervision or video surveillance. Authorised visitors to the school will be asked to wear their identity badges or be issued with school visitor badges.
- Unidentified visitors will be challenged by staff and/or reported to the Principal.

- The school premises has CCTV coverage at all times. Please see the CCTV policy for more information about this.
- The presence of intruders and suspicious strangers seen loitering near the school or approaching Learners, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly.
- Brief information about the incident will be sent to the Safeguarding Officer with a view to alerting other local schools in liaison with the police and through appropriate systems.
- Pictures and videos may be taken of the Learners by staff but only for the purpose of compiling reports and evidence. These pictures can be used for the promotion of the school only with the written permission from the parents.
- Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas.
- Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose young person may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their young person to be photographed or filmed and express this view in writing, their rights will be respected.
- Covid 19 Prevention. The Bridge SEN School employs a variety of methods to prevent the spread and infection of Covid 19. (Please see the Covid 19 policy for full details about the school's policies)

Curriculum

The Bridge SEN School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our Learners for the responsibilities of adult life and citizenship. It is expected that the curriculum co-ordinator will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of Learners.

As appropriate, the curriculum will be used to build resilience, help Learners to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, Learners will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;

- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.
- strategies to remain safe online
- to recognise personal boundaries of where behaviour becomes abusive

Online safety

All computer equipment and internet access within the School are to be subject to appropriate “parental controls” and Internet safety rules. The Bridge SEN School is aware of the dangers posed by Learners using the internet unsupervised or unprepared for the dangers.

These dangers include:

- Cyberbullying
- Sexual predators
- Identity or information theft
- Exposure to pornographic images
- Exposure to violent images
- Sharing ‘nudes’ (for further information about this see below)

Learners at The Bridge SEN School are allowed to use the Internet supervised in the library or on their own personal devices between lessons and in their induction each student is warned about the dangers of the internet and advised on how to remain safe when surfing online. There are posters advertising the dangers and how to avoid the risks in the library facilities, and each of the teachers must complete obligatory Safeguarding and Prevent training. Teachers may use the internet in their classrooms but in the classroom Learners are not permitted to use the school computers to surf the internet unsupervised.

The IT department are responsible for ensuring the school’s equipment is not open to misuse or attack.

The academic manager is responsible for ensuring all teachers and staff have an up to date awareness of online safety measures and of the current school Online Safety Policy.

Sharing Nudes

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. This policy acts in line with the recent government [guidance \(December 2020\)](#) for handling such situations.

Indecent images can include but is not limited to:

- nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- someone nude or semi-nude touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting someone else sexually
- sexual activity that includes animals

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police immediately.

Guidance of what do to in the case of a disclosure or discovery of such images can be seen in Appendix 6.

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information will be kept confidential and stored securely in accordance with the GDPR regulations 2018

Covid 19

The current pandemic has meant there is additional risk in almost all aspects of everyday life.

All students coming to the school must have their temperature taken and recorded when they come to the school. They should wash their hands or use the hand sanitizers available in the school whenever they arrive on the premises and before and after they eat. In addition, they should practice social distancing as much as possible when on the school premises. All staff including teaching staff have access to PPE and are trained in how to safely apply and remove it.

For full details of how to manage the spread of the virus and ensure the safety of all those present at the school please see the school's Covid 19 policy.

Working in partnership with parents

It is our policy to work in partnership with parents or carers to secure the best outcomes for our Learners. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our brochures and correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.
- We will make available a copy of this policy to any parent who requests it. The policy will also be available through the school's website.
- We will keep parents and carers informed as and when appropriate.

This policy applies to all staff, including all stakeholders working for or with other divisions of Right Support Management Ltd.

Annual Review

Safeguarding guidelines and practices are reviewed annually each September when the latest edition of Keeping Children Safe In Education is published. The review will be in accordance with all statutory and best practice guidelines and will include a review of the effectiveness of procedures and their implementation, making recommendations for any required updating or improvement. It will consider the following:

- Child Protection and Safeguarding Policy and all policies expressly referred to in these
- Recruitment policy, including procedures on staff commencing employment pending a DBS disclosure return;
- Staff Code of Conduct;
- Welfare risk assessment policy;
- ICT policy

	<ul style="list-style-type: none"> ● Behaviour and discipline policy, including those sections relating to malicious allegations against staff; ● Whistleblowing policy; ● Off-site activities policy; ● First aid, Medical administration and Intimate care policy; ● Health and safety policy; ● Visitor procedures; ● Covid 19 Policy ● Schemes of work for PHSE contained within school’s Curriculum policy and relating to teaching how to keep safe; <p>The report will be prepared by the Designated Safeguarding Officer, the Designated Safeguarding Governor and other appropriate members of staff. The annual report is carried out in the first half term of the summer term each academic year.</p>	
	<p>Updated September 2021</p>	<p>Next update scheduled for September 2022</p>

Appendix one

Welfare Concern form

To be completed by any member of staff who witnessed or was informed about the alleged or suspected abuse or neglect.

Name of student:	
DOB of student:	
Date of report:	
Details of concern:	
Follow up action:	
Notes:	
Compiled by:	
Date:	
Signed:	

Appendix two

Appendix 2

Disclosure Form	
<p>This form should be used when a learner discloses to any member of staff or volunteer that they or another learner is suffering or is at risk of abuse. If the learner is unable to make a disclosure on their own, this form can be used when a member of staff, family or other individual wishes to make a disclosure.</p>	
<p>Do:</p> <ul style="list-style-type: none"> • allow the pace of the conversation to be dictated by the learner • ask neutral questions which encourage the learner to talk such as “can you tell me what happened?” • accept what the learner says and do not ask for further detail • acknowledge how hard it was for them to tell you • reassure the learner that they have done the right thing • explain whom you will have to tell (the DCPO) and why 	
<p>Don't:</p> <ul style="list-style-type: none"> • burden the learner with guilt by asking questions such as “why didn't you tell me before?” • interrogate or pressure the learner to provide information • ask any questions that start with the words, how, what, when, where and why • undress the child or examine clothed parts of the child's body • criticise the perpetrator • promise confidentiality or make promises that you cannot keep such as “it will be alright now” 	
1.	Name of person completing this form:
2.	Name of the learner/parent/carer/staff member making the disclosure:
3.	Name of Alleged Perpetrator (if named):
4.	<p>The Disclosure Record of conversation (use continuation sheet if necessary):</p> <ul style="list-style-type: none"> • Record what was said by the learner and by you • Use the exact words and phrases used by the learner • Clearly distinguish between fact, observation, allegation and opinion • Note the non-verbal behaviour and the key words in the language used by the learner • If witnesses are mentioned, note them • If anyone else is present at the time of the disclosure, mention them
5.	Consent to Share:

	<p>If a learner is making the disclosure, were they able to provide informed consent? Please circle.</p> <p>Yes / No</p> <p>If so, how did you seek consent. Provide details below:</p> <p>If no, did you explain that you would have to share this information with others and who these else might receive this information and why (please circle)?</p> <p>Yes / No</p>
6.	<p>Additional Information:</p>
	<p>Signed:</p> <p>Time & Date:</p>
<p>This form and any accompanying notes taken must be passed to the Director, Edith Eneanya-Bonito, or the academic manager, James Nuttall as soon as possible and in any event no later than the end of the timetabled day. If the allegation or complaint is made against the academic manager, this information should be passed directly to the Director. If the allegation or complaint is made against the Director, this information should be passed directly to the Chair of Governors, Tracey Eldridge Himmers.</p>	

Appendix three

Staff Referral Form

To be completed by a staff member or a third party who witnessed or was informed about the alleged or suspected abuse or neglect.

LOCAL AUTHORITY DESIGNATED OFFICER (LADO) CONTACT DETAILS
 Tel: 020 7332 1215.
LADO@cityoflondon.gov.uk

The referrer must send in the referral form to social services line immediately or within 24 hours of the safeguarding concern coming to notice. If in doubt please call to discuss

Personal Details of Staff	
Name (include title)	
Preferred Name	
Address (include postcode)	
Job Title	
Household Structure	
Telephone No.	
Email Address	
First Language (interpreter required? If yes, give details)	
Gender	

Ethnicity (Tick one box only)

Prefer not to say

White

- British
 - Irish
 - Any other White background
- Specify if Other:

Asian, or Asian British

- Indian
 - Pakistani
 - Bangladeshi
 - Any other Asian background
- Specify if Other:

Black, or Black British

Mixed <input type="radio"/> White and Black Caribbean <input type="radio"/> White and Black African <input type="radio"/> White and Asian <input type="radio"/> Any other Mixed background Specify if Other:	<input type="radio"/> Caribbean <input type="radio"/> African <input type="radio"/> Any other Black background Specify if Other: Chinese, or other ethnic group <input type="radio"/> Chinese <input type="radio"/> Any other Specify if Other:
--	---

Personal Details of the Student at Risk

Name of the Student	
Date of Birth	
Diagnosis	
Next of Kin	
Address (include postcode)	
Social Worker	

Details of Alleged Abuse / Neglect

Date safeguarding concern received	
Date of incident (if known)	
Details of alleged abuse / neglect	
Type of alleged abuse (tick all that apply)	<input type="checkbox"/> Physical abuse <input type="checkbox"/> Sexual Abuse

	<input type="checkbox"/> Psychological or emotional abuse <input type="checkbox"/> Financial or material abuse <input type="checkbox"/> Neglect/Act of Omission <input type="checkbox"/> Discriminatory abuse <input type="checkbox"/> Organisational abuse <input type="checkbox"/> Modern Slavery <input type="checkbox"/> Domestic abuse/violence <input type="checkbox"/> Self Neglect
Location of alleged abuse (tick all that apply)	<input type="checkbox"/> Own Home (excluding Residential Care Home / Nursing Care Home / Extra care housing / Supported Housing) <input type="checkbox"/> Extra care housing /Supported Housing <input type="checkbox"/> Residential Care Home <input type="checkbox"/> Nursing Care Home <input type="checkbox"/> In a community service (locations such as day care centres, community centres, schools, libraries, leisure centres) <input type="checkbox"/> In the community (locations such as businesses, offices, pubs, parks, shops/shopping centre) <input type="checkbox"/> Hospital - Acute

	<input type="checkbox"/> Hospital - Mental Health <input type="checkbox"/> Hospital - Community <input type="checkbox"/> Other health setting (e.g. GP surgery / dental surgery) <input type="checkbox"/> Other person's home <input type="checkbox"/> Adult's place of work or education <input type="checkbox"/> Any other setting not defined above
Have any similar concerns been raised in the past? If so, please note details	
Is this a crime or potential crime? Y/N/Not known	
If YES, has this allegation been raised with the police? Y/N	
If NO, then why not?	
If YES then who notified the police?	
Name and contact details of police person contacted	
Date contacted	
Crime number (if known)	
Police Response	

If there are any known aspects of domestic abuse at this stage, please provide relevant details	
Has a referral to LADO been made? Y/N	
Which authority has funding responsibility? RBKC, WCC, LBHF, Other, N/A - Self Funder or CCG	
If Other give details	
Has that authority been notified? Y/N/Not applicable	
Name and contact details of the person contacted	
Date contacted	

Person Raising Concern	
Include full name and contact details	
Name	
Job Title	
Team/Service	
Telephone no.	
Email	
Relationship to the Adult at Risk: tick one	<input type="checkbox"/> Social care staff (LA & Independent sector staff) <input type="checkbox"/> Health staff <input type="checkbox"/> Self referral

	<input type="checkbox"/> Family member <input type="checkbox"/> Friend/neighbour <input type="checkbox"/> Other client <input type="checkbox"/> Care Quality Commission <input type="checkbox"/> Housing (including Supporting People) <input type="checkbox"/> Education / training / workplace establishment <input type="checkbox"/> Police <input type="checkbox"/> Other (including probation, anonymous, contract staff, Multi-Agency Public Protection Arrangements (MAPPA), Multi-Agency Risk Assessment Conference (MARAC))
Has the Student at Risk given consent for this concern to be raised? Y/N/Lacks mental capacity to consent/Not known- Please give details	
Has the person raising the concern discussed with the Student at Risk that the Concern is being shared with Social Care services? Y/N/Lacks mental capacity to consent/Not known- Please give details	
What are the Student at Risk's (or their representative's) present views, values and beliefs about the incident that has occurred and the risks they face? What are their desired outcomes, including what they would like to happen next to make them feel safer?	

What action, if any, has been taken by the person raising the concern to safeguard the Student at Risk? Is the Adult at Risk in agreement with this action?

--

About the Student at Risk

Does the Student at Risk appear to have any care and support needs (regardless of whether or not the council is meeting them)?

--

Considering their care and support needs, are they able to protect themselves?

--

Are there any social, cultural or religious factors to take into account?

--

Details of any current support arrangements in place (including privately arranged / funded, health care, social care, informal support etc.)

--

Is the Student at Risk likely to have substantial difficulty in being involved in the safeguarding process and if so, do they have someone to support them?

--

If living or staying elsewhere as a result of the alleged abuse or neglect, please give details of where/with whom

Immediate Actions Taken To Safeguard the Student at Risk
Is the Student at Risk at immediate risk of abuse or neglect?
If yes, what further immediate actions (if any) need to be taken to reduce the risk (including by who and when), and is the Student at Risk in agreement with these actions?

About the Person(s) Alleged to Have Caused Harm	
Name of person(s) alleged to have caused harm	
Age range Under 18, 18-24, 25-34, 35-44, 45-54, 55-64, 65+, unknown	

Gender Male, Female, unknown			
Is the person alleged to have caused harm themselves an Student at Risk under safeguarding criteria? Y/N/Don't know			
Is the person alleged to have caused harm known to the Student at Risk? Y/N/Don't know			
Does the person(s) alleged to have caused harm live with the Student at Risk? Y/N/Don't know			
Is the person(s) alleged to have caused harm the primary carer for the Student at Risk? Y/N/Don't know			
Please say which of the following categories best describes the person alleged to have caused harm	<input type="checkbox"/> Relative/Family member <input type="checkbox"/> Individual - not related (e.g. neighbour/friend/stranger) <input type="checkbox"/> Social care provider <input type="checkbox"/> Primary health care <input type="checkbox"/> Secondary health care <input type="checkbox"/> Care management/assessment staff (not social care provider staff) <input type="checkbox"/> Person unknown <input type="checkbox"/> Police <input type="checkbox"/> Regulator <input type="checkbox"/> Other		
If the person(s) alleged to have caused harm works for a health or social care provider please specify the type of service Residential care home provider, Nursing care home			

provider, Home care provider (including extra care schemes, supported living etc.), Hospital, Community Health Provider, Other, Not applicable	
If the person(s) alleged to have caused harm works for a health or social care provider please give details of the provider	
Organisation Name	
Address	
Have we any indication of a previous safeguarding concern involving the person(s) alleged to have caused harm? Y/N	
Further Information:	

Local Authority Response	
Safeguarding Manager's Decision	
Name	
Job Title	
Team/Service	
Telephone no.	
Email	
Date form completed	

The 3-Point Test under Safeguarding	
Has/Is the Student experiencing, or are they at risk of, abuse or neglect? Y/N	
Do they have needs for care and support? Y/N	
As a result of those needs are they unable to protect themselves against the experience of, or risk of, abuse or neglect? Yes, No, Not applicable - does not have care and support needs and/or is not experiencing, or at risk of, abuse or neglect	
Decision regarding closing or progressing the Concern and Preliminary Enquiry (tick one)	<input type="checkbox"/> Close the Concern and Preliminary Enquiry (i.e. end the Safeguarding process) <input type="checkbox"/> Progress to Planning and Formal Enquiry
Rationale for decision	

Appendix Four

<p>Physical abuse</p> <ul style="list-style-type: none"> • Multiple bruising • Fractures • Burns • Bed sores • Fear • Depression • Unexplained weight loss • Assault (can be intentional or reckless) 	<p>Possible Indicators of Psychological and Emotional Abuse</p> <ul style="list-style-type: none"> • Fear • Depression • Confusion • Loss of sleep • Unexpected or unexplained change in behaviour • Deprivation of liberty could be false imprisonment. Aggressive shouting causing fear of violence in a public place may be an offence against Public Order Act 1986, or harassment under the Protection from Harassment Act 1997
<p>Possible Indicators of Neglect</p> <ul style="list-style-type: none"> • Untreated medical problems • Malnutrition • Bed sores • Confusion • Over-sedation • Deprivation of meals may constitute “wilful neglect” 	<p>Possible Indicators of Sexual Abuse</p> <ul style="list-style-type: none"> • Loss of sleep • Unexpected or unexplained change in behaviour • Bruising • Soreness around the genitals • Torn, stained or bloody underwear • A preoccupation with anything sexual • Sexually transmitted diseases • Pregnancy • Rape – e.g. a male member of staff having sex with a Mental Health client (see Mental Health Act 1983) • Indecent Assault
<p>Possible Indicators of financial abuse</p> <ul style="list-style-type: none"> • Unexplained money loss • Changes or deterioration in standards of living e.g. not having items or things they would usually have • Unusual or inappropriate purchases in bank statements • Isolation and withdrawal from friends and family • Lack of things you’d expect someone to be able to afford e.g. TV, grooming items, clothing 	<p>Possible Indicators of young person trafficking</p> <ul style="list-style-type: none"> • spend a lot of time doing household chores • rarely leave their house or have no time for playing • be orphaned or living apart from their family • live in low-standard accommodation • be unsure which country, city or town they're in • can't or are reluctant to share personal information or where they live • not be registered with a school or a GP practice • have no access to their parents or guardians • be seen in inappropriate places like brothels or factories • have money or things you wouldn't expect them to • give a prepared story which is very similar to stories given by other young person ren.

Possible Indicators of Abuse

Appendix Five

Eight Principals

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges. Each of these principles will be outlined in the following chapters along with a key question and examples of local practice relating to each principle.



Image provided by [Public Health England Promoting children and young people’s emotional health and wellbeing](#) 2015 (pg 6).

Appendix Six

WHAT TO DO IF A DISCLOSURE ABOUT A SHARED NUDE IMAGE IS MADE TO YOU OR DISCOVERED BY YOU.

1. **Report it to your Designated Safeguarding Officer (DSL) or equivalent immediately.**
2. **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
3. If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
4. **Do not** delete the imagery or ask the young person to delete it.
5. **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
6. **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
7. **Do not** say or do anything to blame or shame any young people involved.
8. **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).