



Safe Guarding & Child Protection Policy

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Introduction

Safeguarding is defined as: protecting students from maltreatment, preventing impairment of students' health or development, ensuring that students are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all

students to have the best outcomes. ([Working Together to Safeguard Children, \(DfE, 2018\), p6](#))

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of all provision staff. All staff should be aware of systems within Learning to Listen which support safeguarding, and these will be explained to them as part of staff induction and reviewed annually as part of staff training and annual declaration. This includes the:

1. child protection policy, which includes amongst other things the procedures to deal with peer on peer abuse;
2. behaviour and safe handling policy (which includes measures to prevent bullying, including cyberbullying and sexual harassment, prejudice-based and discriminatory bullying);
3. staff code of conduct;
4. safeguarding response to students who go missing from education;
5. role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputy).
6. copy of [Part One Keeping Children Safe in Education \(2022\)](#) and will be signed to say it has been read and understood.
7. [Annex A](#), condensed version of Part one of KCSiE (DfE 2022). Will be provided (instead of Part one) to those staff who do not directly work with students.

Purpose of a Child Protection Policy

To inform staff, parents/carers about the Provisions responsibilities for safeguarding students.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hertfordshire Safeguarding Children Partnership Procedures

Learning to Listen follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP); a guide to procedures and practice for all agencies in Hertfordshire working with students and their families.

<https://hertsscb.proceduresonline.com/index.htm>

Learning to Listen Staff

All staff at Learning to Listen have a responsibility to provide a safe environment in which students can learn.

Staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with students.

All staff will receive appropriate safeguarding children training, including online safety (which is updated regularly – in line with Hertfordshire Safeguarding Children Partnership advice, which is every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members will receive safeguarding and child protection 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 students effectively.

All visitors to Learning to Listen will be made aware of the safeguarding policies and procedures by the DSL.

Mission Statement

Establish and maintain an ethos and culture where students feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Establish and maintain an ethos and culture where all staff feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child

Ensure students know that there are adults in the provision whom they can approach if they are worried.

Ensure that students, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection Contacts to specialist services if they are a child in need or have been / are at risk of being abused and or neglected.

Consider how students may be taught about safeguarding, including online, through teaching and learning opportunities. Refer to [KCSiE](#) (DfE 2022), pg. 31-33

Staff members working with students are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Implementing, Monitoring & Review of The Learning to Listen Safeguarding & Child Protection Policy

The policy will be reviewed at least annually the DSL and Learning to Listen Director. It will be implemented through the provision's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored the Learning to Listen Director and DSL.

Monitoring and review of this policy and practice is achieved through staff daily briefings and termly safeguarding updates to the staff team.

Statutory Framework

In order to safeguard and promote the welfare of students, Learning to Listen will act in accordance with the following legislation and guidance:

1. [The Children Act 1989](#)
2. [The Children Act 2004](#)
3. [Children and Social Work Act 2017](#)
4. [Education Act 2002 \(Section 175/157\)](#) *Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of students who are its pupils".*
5. [Hertfordshire Safeguarding Children Partnership Procedures Manual](#) (Electronic)
6. [Keeping Students Safe in Education \(DfE, September 2022\)](#)
7. [Working Together to Safeguard Students \(DfE 2018\)](#)

8. [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
9. [Sexual Offences Act \(2003\)](#)
10. [Section 26, The Counter Terrorism and Security Act 2015 \(PREVENT duty\)](#)
11. [Female Genital Mutilation Act 2003](#)
12. [FGM \(Section 74, Serious Crime Act 2015\)](#)
13. [Anti-social Behaviour, Crime and Policing Act 2014](#) (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
14. [Serious Violence Strategy 2018](#)
15. [Sexual violence and sexual harassment between students in schools and colleges \(DfE 2021\)](#)

The Designated Safeguarding Lead

The Director of Learning to Listen will ensure an appropriate member of staff from the school, is appointed to the role of DSL.

During term time our DSL or our DDSL will always be available (during opening hours) for staff in to discuss any safeguarding concerns. The arrangement for out of hours/out of term activities will be:

The staff member will contact the DSL/DDSL

The DSL/DDSL will contact The Director

The Designated Safeguarding Lead for Child Protection in Learning to Listen is:

- Jo Osborn – Head Coach

Deputy Designated Safeguarding Lead is:

- Sam Tompkins – Senior Coach

The broad areas of responsibility for the DSL/DDSL are:

1. Coordinate Child Protection Contact Referrals and cases
2. Contacting the Child Protection Consultation Hub (see **Contact Information for Local Multi Agency Teams**), when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
3. Coordinating the completion of Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Prevent programme where there is a radicalisation concern
4. Liaise with the Learning to Listen Director to inform them of issues, especially ongoing enquiries under Section 47 of the Students Act 1989 and police investigations

5. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
6. Support staff who make Child Protection Contact Referrals and other service referrals
7. Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
8. Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a social worker.

DSL/DDSL Training KCSIE (DfE2022)

The DSL & DDSL should undergo formal training every two years. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

The DSL & DDSL should undertake Prevent Awareness Training every 3 years. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of students, as well as specific harms that can put students at risk, and the processes, procedures and responsibilities of other agencies, particularly students' social care, so they:

1. Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority students' social care referral arrangements
2. Have a working knowledge of how Hertfordshire, or other LA Safeguarding Children Board, conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Understand the importance of the role the designated safeguarding lead has in providing information and support to students social care in order to safeguard and promote the welfare of students
4. Understand the lasting impact that adversity and trauma can have, including on students' behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
5. Are alert to the specific needs of students in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
6. Understand the importance of information sharing, both within the provision and with the safeguarding partners, other agencies, organisations and practitioners (Full details in Chapter one of [Working Together to Safeguard Students](#))
7. Understand and support the provision with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting students from the risk of radicalisation

8. 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 required to keep students safe if they are online during their time at the provision
9. Can recognise the additional risks that students 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 students with SEND to stay safe online
10. Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to students and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness: The DSL & DDSL should:

1. Ensure all staff whether permanent or temporary are aware of the provision's policies, that these are understood and used appropriately.
2. Work with the Learning to Listen Director to ensure that the Provision's Safeguarding and Child Protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
3. Ensure the safeguarding and child protection policy is available publicly and that parents/carers are aware that advice regarding early help and child protection concerns could be sought from the Consultation Hub. Ensure parents are aware of the provision's statutory role regarding safeguarding of students.
4. Link with Hertfordshire Safeguarding Children Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
5. Ensure that all safeguarding and any child protection information is sent to the student's Social Worker and supporting professional team/s.

Management of Safeguarding

The Learning to Listen Director will ensure that they comply with their duties under legislation. They will also have regard to this guidance to ensure that the policies, procedures and training at Learning to Listen are always effective and comply with the law.

The responsibility of the Director includes:

To ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote students' welfare e.g.

- Safeguarding & Child Protection policy in place
- Staff code of conduct
- Part One, KCSIE (DfE, 2022) is provided to all staff
- Annex B KCSIE (DfE, 2022) on specific safeguarding issues
- Information regarding the role and identity of the designated safeguarding lead and the deputy safeguarding lead, **should be provided to all staff on induction**
- that all staff undergo child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners (HSCP).
- all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually
- opportunity is therefore be provided for staff to contribute to and shape safeguarding arrangements and Child Protection Policy.

- students are taught about safeguarding, including online safety.
- Learning to Listen will work with social care, the police, health services and other services to promote the welfare of students and protect them from harm.

The Director will ensure that:

- they prevent people who pose a risk of harm from working with students by adhering to statutory responsibilities to check staff who work with students, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Learning to Listen has recruitment and selection policies and procedures in place and that at least one of the persons who conducts an interview has completed safer recruitment training.
- there are procedures in place (as described in part 4 of KCSiE) to manage concerns and allegations against staff including supply staff.
- procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. (refer to *Type of DBS checks* in KCSiE (DfE 2022))
- all staff should be clear about policy and procedures with regard to peer on peer abuse.
- where there is a safeguarding concern, ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for students to express their views and give feedback. All systems and processes operate with the best interests of the child at heart.
- the DSL and DDSL undergo formal child protection training every two years, in line with KCSiE and HSCP procedures.
- they prioritise the welfare of students and create a culture where staff are confident to challenge senior leaders over any safeguarding concerns

When to be Concerned:

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of students who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Students may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Students may be abused by an adult or adults or by another child or students.

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems

Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on students. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing students frequently to feel frightened or in danger, or the exploitation or corruption of students. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators in a child/ young person

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse	
<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child 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 students in looking at, or in the production of, sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other students. The sexual abuse of students by other students is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.</p>	
Indicators in a child/ young person	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

If staff have any concerns about a child’s welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL/DDSL.

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the provision and/or can occur between students outside the provision. All staff, but especially the DSLs and DDSL should be considering the context within which such incidents and/or behaviours occur. This is known as Extra Familial Harm (contextual safeguarding), which simply means assessments of students should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of students is **everyone’s responsibility**. In order to fulfil this responsibility effectively, each professional should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Learning to Listen staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Students who may require early help

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for students to receive the right help at the right time to address risks and prevent issues escalating.

Learning to Listen staff will be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of students who may be in need of help or protection.

Students with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of students. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that students with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.
- Communication barriers and difficulties.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled students often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/ participation.
- Isolation.

Child on Child abuse

All staff will be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as sharing nudes or semi-nudes).
- Initiation/hazing type violence and rituals.

All staff will be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. All peer on peer abuse is unacceptable and will be taken seriously.

In order to minimise the risk of child on child abuse Learning to Listen:

- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. The ethos at Learning to Listen is built on strong relationships thus promoting a feeling of safety for the students in a positive working environment.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported through our restorative process which ensure both victim and perpetrator feel supported and valued in our solution focused setting.
- Develops robust risk assessments where appropriate
- Have relevant policies in place

Where there is an allegation or concern that a child has abused others, staff should refer to Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, ‘Students Who Abuse Others’:

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part five of KCSiE (DfE 2022) – ‘**Child on child sexual violence and sexual harassment**’:

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/keeping-children-safe-in-education-2021.pdf)

Serious violence

All staff should be aware of indicators, which may signal that students are at risk from, or are involved with serious violent crime. Such as:

- Increased absence from the provision
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions.

Also refer to Schools Toolkit the characteristics of young peoples’ vulnerability to CSE and CCE on the HGFL; [Child sexual and criminal exploitation - Hertfordshire Grid for Learning \(thegrid.org.uk\)](https://www.thegrid.org.uk/)

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and students or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of

violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in [Annex B KCSiE DfE 2022](#).

Mental Health

All staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the DSL/DDSL.

Prevent: Safeguarding Children and Young People from Radicalisation

Students can be vulnerable to extreme ideologies and radicalisation. Similar to protecting students from other forms of harm and abuse, protecting students from radicalisation is part of Learning to Listen safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.”

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff will be alert to changes in students’ behaviour, which could indicate that they may be in need of Prevent support. They will act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the [Hertfordshire Safeguarding Children Partnership CP procedures](#) which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral.

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All students can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Dealing With a Disclosure

If a student confides in a member of staff and requests that the information is kept secret, the member of staff at Learning to Listen will tell the student in a manner appropriate to the student’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the student or other students safe.

If a student discloses that he or she has been abused in some way, the member of staff will:

1. Listen to what is being said without displaying shock or disbelief
2. Accept what is being said
3. Allow the student to talk freely
4. Reassure the student, but not make promises which might not be possible to keep
5. Never promise a student that they will not tell anyone - as this may ultimately not be in the best interests of the student.
6. Reassure him or her that what has happened is not his or her fault
7. Stress that it was the right thing to tell
8. Listen, only asking questions when necessary to clarify what is being said.
9. Not criticise the alleged perpetrator
10. Explain what has to be done next and who has to be told
11. Make a written record (see Record Keeping)
12. Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform the Director. In the event that this is not possible the student's and the student is at risk of immediate harm and/or have suffered significant harm, Social Worker should be contacted immediately, to ensure if necessary reporting to Police and/or Children Services is not delayed).

Third Party Disclosures

It's everyone's responsibility to report concerns related to students and make referrals to Children Services and the Police if suspected that a student has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared to the DSL by a parent/ carer or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the provision. If unsure of how to do this speak to the DSL / Director and they will advise accordingly.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff should, therefore, consider seeking support for him/herself and discuss this with the DSL.

If a staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving staff.*

Record Keeping

All staff should be confident of the processing conditions under the [Data Protection Act 2018](#) and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL/DDSL.

1. Record as soon as possible after the conversation completing a Note of Concern
2. Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the student.
3. Use the body map chart to indicate the position of any injuries and a clear description of the injury.
4. Record statements and observations rather than interpretations or assumptions.
5. Do not destroy any original records in case they are needed by a court.
6. All records need to be given to the DS/DDSL promptly. No copies should be retained by the member of staff.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff.

1. All staff at Learning to Listen, have a responsibility to share relevant information about the protection of students with other professionals, particularly the investigative agencies.
2. Staff who receive information about students and their families in the course of their work will share that information only within appropriate professional contexts.

Provision Procedures

Please see Appendix 3

If any member of staff is concerned about a student, they must inform the DSL/DDSL.

- The DSL will contact the student's school and Social Worker to share any concern, suspicion, or disclosure. The DSL will be led by the student's educational and professional team as to any further action that is required by Learning to Listen. This should happen within 24 hours of the disclosure being made.
- The student (subject to their age and understanding) and the parent/carer will be told that a referral is being made, unless to do so would increase the risk to the child.

- If after a referral the student's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the student's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL/DDSL, the DSL should be informed as soon as possible.

All reported concerns, whether eventually considered to be a Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed.

All written accounts including rough notes and all other related material should be kept in a sealed envelope marked CONFIDENTIAL. These envelopes are retained in a locked filing cabinet in the DSL's office. Electronic versions of referrals are kept secure and are password protected.

If a **member of staff** at Learning to Listen, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **member of staff** must report this to the police via 101. **This is a mandatory reporting duty.** KCSiE (DfE 2022) pg. 131-132:

If the allegations raised are against other students, the provision will follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Students Who Abuse Others. Please see the anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

Communication with Parents/Carers

Learning to Listen will ensure the Child Protection Policy is available publicly either via the website or by other means.

Parents/carers will be contacted to discuss any concerns about a student. This will be handled sensitively and normally the DSL will contact the parent in the event of a concern, suspicion or disclosure, unless it is considered to do so might place the student at increased risk of significant harm by:

1. The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed.
2. Leading to an unreasonable delay.
3. Leading to the risk of loss of evidential material.

(The provision may also consider not informing parent/carer(s) where this would place a member of staff at risk).

Where there are concerns about forced marriage or honour-based violence parents should not be informed, to do so may place the child at a significantly increased risk. A referral to the student's school and Social Worker should be made.

Learning to Listen will endeavour to ensure that parent/carers understand the responsibilities placed on the provision staff for safeguarding children.

Where reasonably possible Learning to Listen will hold more than one emergency contact number for each student.

Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** (DfE, 2018);

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Allegations of Abuse made Against Adults who Work with Students and Young People

An allegation is any information which indicates that a member of staff may have:

1. Behaved in a way that has harmed a student or may have harmed a student.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved towards a child or students in a way which indicates he or she would pose a risk of harm to students or
4. Behaved or may have behaved in a way that indicated they may not be suitable to work with students.

This relates to members of staff who are currently working in Learning to Listen regardless of whether the provision is where the alleged abuse took place. Allegations against a staff member who is no longer working at Learning to Listen should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns about another member of staff who may pose a risk of harm to students'/allegations against a professional:

1. If staff have safeguarding concerns, or an allegation is made about another member of staff posing a risk of harm to students, this is to be referred to the Director.
2. Where the Director is the subject of an allegation, the DSL should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

Lado Herts – Andrea Garcia-Sangil and Paula Hayden

Lado Beds:

Bedford:

Tel: 01234 276 693

Secure E-mail: Lado@bedford.gov.uk

Central Bedford:

Tel: 0300 300 8142

Secure E-mail: LADO@centralbedfordshire.gov.uk

Luton:

Tel: 01582 548 069

Secure E-mail: LADO@luton.gov.uk

Staff may consider discussing any concerns with the DSL if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Director.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Director will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html)

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

For further information see:

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 5.1.5
Managing Allegations Against Adults who work with Students and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

Children's Services 0300 123 4043

Central Bedfordshire Safeguarding Children Board Contact

During office hours (8:45am to 5:20pm Monday to Thursday, 8:45am to 4:20pm Friday)

Central Bedfordshire Access and Referral Hub: Tel: 0300 300 8585

or Email: cs.accessandreferral@centralbedfordshire.gov.uk

Urgent help outside office hours, contact the Central Bedfordshire Children's Services Team on 0300 300 8123.

Bedfordshire Police Child Abuse Investigation Unit 01234 846960

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

What staff should do if they have concerns about safeguarding practices within Learning to Listen?

1. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding arrangements.
2. Appropriate whistleblowing procedures, which are suitably reflected in staff training policies, should be in place for such concerns to be raised with the Learning to Listen Director.

Safer working practice:

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the code of conduct and Safer Recruitment document ***Guidance for safer working practice for those working with children and young people in education settings (May 2019) and also Addendum April 2020*** available at

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards students and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see Learning to Listen's behaviour and safe handling policy for more information.

HSCP escalation and complaints procedure link

https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html

APPENDIX 1: KCSiE (DfE 2021)

Part One OR Annex A: Information for all school and college staff

Annex B: Further information

All staff at Learning to Listen work directly with students and have access to and thus are expected to have read Part one OR Annex A and Annex B (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

All staff at Learning to Listen are asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2022_Part_One_September.pdf

Annex G of the full KCSIE 2022 document lists the substantive changes from September 2021

**APPENDIX 2: Declaration for Learning to Listen Staff
September 2022**

Please tick each statement to signify your agreement

I agree to Learning to Listen taking my photograph and using in provision documents

Academic Year

Please sign and return to Jo Osborn (DSL) by

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these documents:

(1) The School's Child Protection Policy

(2) Part One and Annex A of 'Keeping Students Safe in Education' DfE Guidance, 2021

(3) Staff Code of Conduct

(4) Safe Working Practices Policy

(5) Whistle Blowing Policy

Safeguarding Children – Learning to Listen is committed to safeguarding and promoting the welfare of students and young people and expects all staff to share this commitment.

I understand that any concerns or issues should be raised with a Designated Senior Person for Child Protection.

I have read through the Staff Code of Conduct 2021/2022 and signed

Appendix 1 “Code of Conduct Confirmation of Compliance”.

Appendix 2 “Relationships with students outside of work declaration”.

I agree to uphold all safeguarding responsibilities at all times whilst working for Learning to Listen

I agree to abide by all of the provisions Policies and Agreements.

I am aware that the DSL & DDSL is:

DSL –

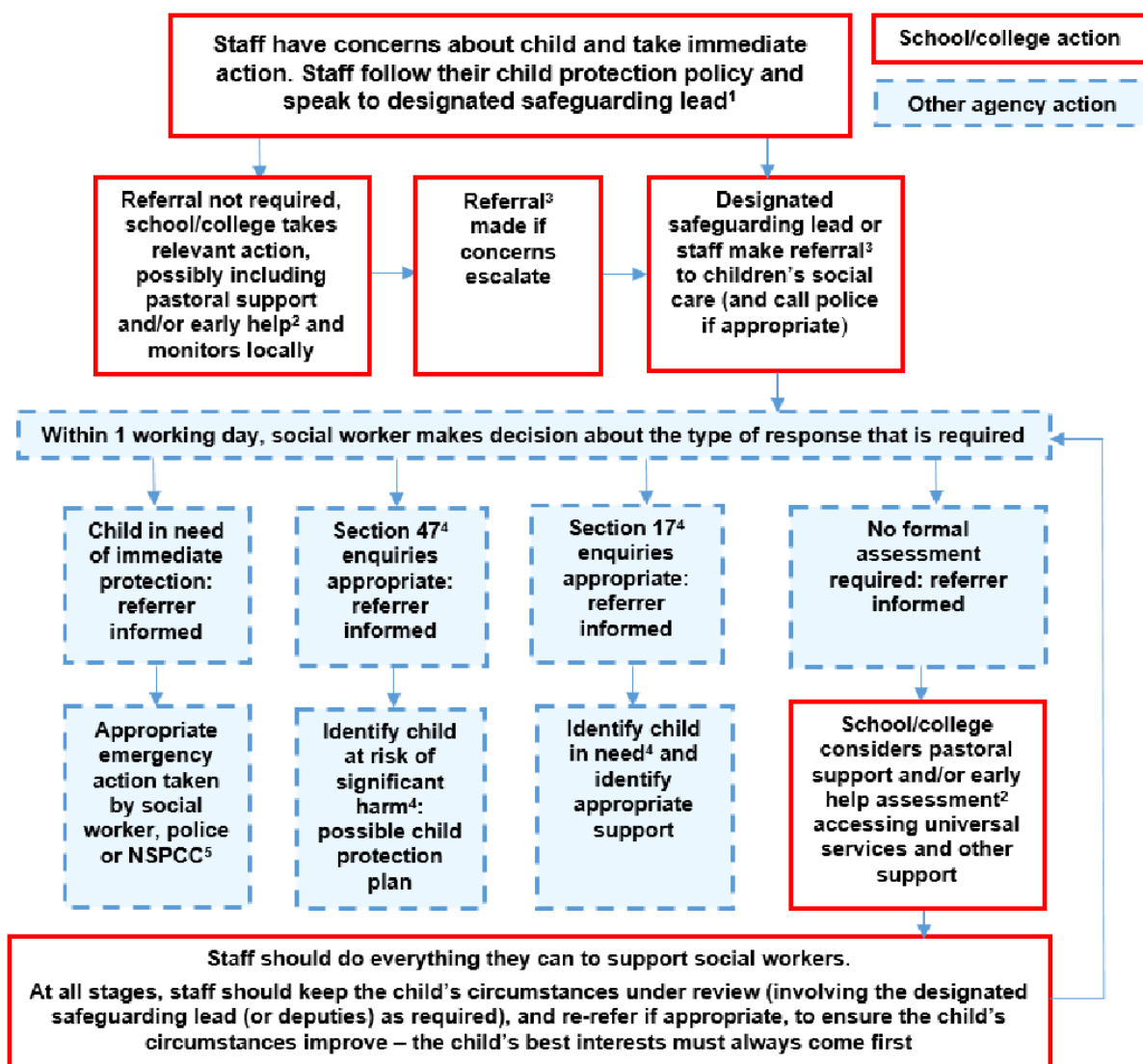
DDSL -

and I am able to discuss any concerns that I may have with them. I know that further guidance, together with copies of the policies mentioned above, are available on the shared drive.

Signed

Date

**Appendix 3: Actions Where There are Concerns About a Child
Flow Chart**



(KCSiE Pg 23)

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

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

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

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

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

The National Police Chiefs' Council- *When to call the police* guidance

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should

bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and colleges to make defensible decisions when considering whether to involve the police. Further guidance can be found at:

<https://www.npcc.police.uk/>

Learning to Listen Key Adults are:

Role	Name	Contact Number	Email
DSL	Jo Osborn	07983 030538	jo.osborn@learningtolisten.co.uk
DDSL	Sam Tompkins	07789 764366	sam@learningtolisten.co.uk
Director & Safeguarding Lead	Joanne Richardson	07725053252	joanne@learningtolisten.co.uk

Students missing from education

Attendance and absence are closely monitored. The provision will hold more than one emergency contact number for students where reasonably possible. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Department for Education guidance makes it clear that in carrying out this duty, local authorities must have in place arrangements for joint working and information sharing with other local authorities and partner agencies. It also states that all agencies which come into contact with students must cooperate with the local authority's arrangements for identifying students thought to be missing from education.

APPENDIX 4: Sexual violence and sexual harassment between students in schools and colleges guidance (2021)

This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers students of all ages, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting students, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and in their child protection policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2022.pdf

APPENDIX 5: Online Safety Guidance

Annex D: [KCSiE \(DfE,2022\)](#) for national guidance

Hertfordshire Guidance:

<https://thegrid.org.uk/safeguarding-and-child-protection/online-safety/online-safety-national-guidance>

APPENDIX 6: Covid guidance into new academic year 2021-2022

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance.

Schools can also contact **their legal providers**.

Further information can be accessed at; <https://ico.org.uk/for-organisations/>

APPENDIX 7: Further CP Advice

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International – making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

Schools transgender toolkit

Intercom trust transgender guidance

For Early Help, Consultation and Enquiries please contact:

Telephone: 0300 123 4043 | Email: protectedreferrals.cs@hertscgcsx.gov.uk