

Launch2Learning Child Protection and Safeguarding Policy 2021-2022.

Role	Name	Tel.	Email
Designated safeguarding lead (DSL)	Marie Wykes	01249 815551 07919454589	mariewykes@launch2learning.co.uk
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Designated Teacher for Looked After Children	Marie Wykes	01249 815551 07919454589	mariewykes@launch2learning.co.uk
Nominated leader	Marie Wykes	01249 815551 07919454589	mariewykes@launch2learning.co.uk
<u>Children's social care referrals:</u>			
<p>Multi- agency safeguarding hub (MASH) 0300 456 0108 Out of hours: 0300 456 0100</p> <p>If you believe that a child is at IMMEDIATE risk or harm you must call the police on 999.</p> <p>Wiltshire designated officer for allegations (DOFA):</p> <p>01225 713945</p> <p>Early Help Single Point of Entry: 01225 718230</p>			

Policy agreed August 2021

Signed: MARIA WYKES, DSL/Director



Date of Next review: August 2022

What is safeguarding?

Safeguarding can be defined by promoting health, safety and welfare of all students. Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The organisation aims to help protect children and young people in its care by working consistently and appropriately with all relevant agencies to reduce the risk and promote the welfare of children.

Staff are advised to maintain an attitude of “it could happen here.”

Staff should always act in the best interests of the child.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering from, or at risk of suffering from, significant harm.

Introduction

We will follow the child protection procedures set out by the Wiltshire safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education Keeping Children Safe in Education 2021.

Independent educational establishments should nominate a Nominated Leader to take leadership responsibilities for the organisations safeguarding arrangements.

A member of staff with leadership: Marie Wykes

2. Safeguarding information for pupils

Pupils at Launch2Learning may talk to:

Any teacher, teaching assistant, or any adult in the organisation.

3. What constitutes child abuse and neglect?

All adults who work or volunteer with children should be able to identify concerns about child abuse.

The types of abuse are:

Main categories of abuse:	Specific safeguarding issues: *For other specific safeguarding issues, please see Keeping Children Safe in Education 2021 (p.2-13)
<ul style="list-style-type: none">● Physical abuse● Emotional abuse● Sexual abuse● Neglect	<ul style="list-style-type: none">● Child Sexual Exploitation (CSE)<ul style="list-style-type: none">● Serious Violence● So-called ‘honour based’ violence, including Female Genital Mutilation (FGM)<ul style="list-style-type: none">● Mental Health● Preventing radicalisation● Children missing education● Peer on peer abuse● HSB (Harmful Sexualized Behaviours)

	<ul style="list-style-type: none"> ● Additional vulnerabilities for those with SEND ● Children with family members in prison ● Domestic Abuse ● Child Criminal Exploitation: County Lines ● Homelessness ● Children and the Court System
<p>For more information, including indicators, please refer to Appendix A</p>	

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

Children Missing Education

A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteers becomes aware that a child is missing, or missing education, they need to report to the DSL immediately.

After reasonable attempts have been made to contact the family, we will follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a CP plan goes missing, we will refer them to Social Services or MASH team immediately. Unauthorised absence procedures will be followed where a child or young person:

- has 24 hours continuous absence from alternative provision without an explanation and/or
- has left Launch2Learning suddenly and the destination is unknown and/or
- has not taken up an allocated alternative provision place as expected.

Any such concern will be reported to the local Authority through the Education Welfare Service, Social Services, SEND and the organisation will also refer to the MASH any child being withdrawn from tuition with the intent to be electively home educated where there are safeguarding concerns.

Please cross reference to Attendance Policy Appendix B

Allegations of Abuse Made Against Other Children: Peer on Peer Abuse

At Launch2Learning we believe that all children have a right to access education and learn in a safe environment. Children should be free from harm by adults in the organisation and other students.

Occasionally, safeguarding allegations may be made against children by others at Launch2Learning.

This is most likely to include, but not be limited to:

- bullying (including cyber bullying)
- gender-based violence/sexual assaults and
- sexting

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

The ethos of our organisation encourages the children to respect and care for their peers. The behaviour policies support adults to monitor how children conduct themselves in and around the environment which creates a caring and nurturing space, where children are less likely to be able to abuse others.

If there is a safeguarding concern the DSL should be informed, and he will decide on any appropriate action. A factual record will be made in line with advice from the record keeping section of this policy, and there any investigation at Launch2Learning will be put on hold until the DSL has contacted MASH for advice to decide whether a formal referral is required.

5. Procedure for Staff to Report a Concern About a Child.

Launch2Learning follows the procedure set out by the WSCB 'What to do' Flowchart. (Displayed in all areas of the centre and the staff file.

Where any adult at Launch2Learning has concerns about a child they should;

1. **Report the concern** to the DSL or DDSL **Immediately**. In their absence, staff members should speak directly to Children's Social Care (by contacting the MASH – See contact details on the front of this policy)

In some circumstances, the DSL or member of staff will seek advice from the Children's Social Care by ringing the MASH to obtain advice.

It is not the responsibility of Launch2Learning staff to investigate safeguarding concerns or determine the truth of any disclosure or allegation. All staff and volunteers, however, have a duty to recognise concerns and inform the DSL immediately.

2. **Record the concern** by completing a WSCB 'Welfare and Child Protection Concern form' (see appendix 6) and hand it in to the DSL. The record must be signed and dated. The DSL should include outcomes and any agreed action that is to be taken.

The DSL/DDSL will then decide on the best course of action and consider a referral to the MASH or Early help (see section 16 for more information about Early Help)

Appendix 5 provides information about the actions taken by Children's Social Care when there are concerns about a child.

If a child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.

6. Record Keeping of Child Protection Concerns.

Launch2Learning will:

- Keep clear written records of all child safeguarding and child protection concerns using the standard recording form, with a body map, (see template in appendix 6) including actions taken and outcomes as appropriate.
- Ensure all child safeguarding and child protection records are kept securely in a locked location. The record must be signed and dated and kept in a file under the child's name (not family files) away from all other record. The DSL holds the key for Filing Cabinet 3 in Royal Wootton Bassett, Oaksey Melksham and Calne where Child Protection and safeguarding records are kept.
- The DSL is responsible for ensuring that the concerns and discussions are written up properly and acted on appropriately.

For more information, please refer to the local authority's Record Keeping policy.

An overview sheet and chronology forms are provided. Please refer to our Information Sharing Policy appendix C to see how information is shared with clients and/or children's services.

7. Responding to Disclosures: Guidance for Staff

DO:

- Take the child to a private and safe place
- Stay calm
- Reassure the child and stress that he/she is not to blame, and they were right to tell you
- Listen to the child and tell them that you believe them
- Tell the child that you have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED question;
 - Tell me
 - Explain
 - Describe
 - Or use the mirror technique
i.e., “My dad hit me last night”; respond by “Your dad hit you last night?”

- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- Immediately inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the pupil if necessary.
- The child will be offered the appropriate support depending upon the nature of the disclosure.

DO NOT

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure – the child has chosen to tell you.

8. Sharing Concerns with Parents and Carers

For more information, please refer to Information Sharing – Advice for practitioners providing safeguarding services for children, young people parents and carers 2015.

Launch2Learning is committed to work in partnership with parents and carers and in most situations, it may be appropriate to discuss initial concerns for them.

However, there will be some circumstances where the DSL team will not seek consent from the individual or their family or inform them that the information will be shared. For example, if doing so would:

- Place a child at increased risk of significant harm
- Place an adult at increased risk of serious harm
- Prejudice the prevention, protection or prosecution of a serious crime
- Lead an unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

9. Contextualised Safeguarding

Neighbourhoods.

Target – Professionals ideally, assess and intervene a contact/physical transport hub/park.

Legislature framework

Partnerships – social services, teachers, UP peers, park wardens as we use a known process.

Outcome – has been reduced.

Our responsibility: Are environmental factors in a child's life a threat to safety and/or welfare.

Inform DSL of any information on places/spaces/transport hubs.

We need to change the dynamics of the place not move onto another place.

DSL and DDSL informs social services and Community Police Office.

Peer group and the risks they pose, peer groups they are hanging around with.

We are a partner agency to create a disruption tool kit. Licencing parks, teachers, students, police, social services, youth workers, mentors.

Homelessness

Homeless Reduction Act 2017 – meaningful help. Contact details and referral routes to Local Housing Authority.

Raise concerns early.

At Risk factors:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Eviction.

Be also aware of NEETS – lead agency will be children's services.

10. Honour-based Violence

Crimes committed to protect and defend honour of a family/community include FGM, forced marriage, breast ironing. NOTE FGM mandatory for the teacher to report (usually taken by disclosure or noticing physical discomfort after absence).

- At least by close of next working day.
- Report straight to the police either orally or in writing on 101.
- Identify the girl and why the report is being made. (this is mandatory and overrides restrictions on disclosure and handling/sharing information)
- Keep a reference number of the report.
- Your details (work number and email address) named role, place of work.
- Details of DSL who will discuss with MASH
- Girls details, age and address.

DSL must keep a record of the report.

11. Managing Allegations Against Adults

Launch2Learning follows the procedure set out by the WSCB 'Allegations against adults' flowchart (in appendix 7). This flow is based on [WSCB Allegations Managements Policy](#).

Where anyone in the organisation has a concern about the behaviour of an adult who works or volunteers at the centre, they must immediately consult Marie Wykes who will then refer to the Designated Officer for Allegations (DOFA):

Wiltshire Designated Officer for Allegations: 01225 713945

Any concern or allegation against the director will be reported to the DSL without informing the director.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances, the member of staff will, without prejudice, will be asked to take a period of leave pending the results of the investigation.

Launch2Learning will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated and considered.

Malicious allegations against staff will be investigated and dealt with by the director and if, appropriate, a committee of DSL and shareholders.

If you have concerns about a colleague

Staff may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount.

If staff members have concerns about another staff member or volunteer, then this should be reported immediately using the procedure described above.

12. Whistleblowing

Whilst the 'allegation management' procedure described above must be used when the behaviour of an adult causes a concern, all staff and volunteers should also feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime (or whistleblowing).

Please refer to launch 2 learning's Whistleblowing Policy at Appendix D

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with Mrs M Wykes.

Where a staff member feels unable to raise an issue with Mrs M Wykes or feels that their genuine concerns are not being addressed, other than whistleblowing channels may be open to them:

- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk
- The DSL Maria Wykes.

13. Staff Safeguarding Training

Launch2Learning should ensure that all staff members undergo safeguarding and child protection training. The training should be updated every 3 years as a minimum.

In addition, all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. Safer Recruitment

It is vital that organisations create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children, (see KCSiE September 2018 page 18. This part of the guidance describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, Launch2Learning. The interview team must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibited checks together with references and interview information.

15. Safer Working Practice

All members of staff and volunteers should have read, signed and understood the Centre's Code of Conduct.

This policy should be read in conjunction with the Code of Conduct.

16. Photography and Images

Under no circumstance should teaching staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of Launch2Learning. Please refer to our Use of Mobile Phone and IT Policy appendix E

Staff and volunteers should:

- Seek parental consent for photographs to be taken or published
- Only use authorised equipment
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Only retain images when there is a clear and agreed purpose for doing so

Staff and volunteers should not:

- Take images in a one to one situation
- Take images of pupils for their personal use

For more information, please see Launch2Learning's Safer Internet Use Policy and/or Code of Conduct.

17. Early Help

At Launch2learning, whenever possible, we will ensure early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations escalating into larger problems.

The [Revised Multi-Agency thresholds for Safeguarding Children](#) (Dec 2018) supports agencies about the suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

Therefore, Launch2Learning will consider the following:

- Undertake an assessment of the need for early help
- Access early help services e.g. pastoral worker, SENCO, family outreach worker, targeted youth
- Refer to appropriate services e.g. CAMHS etc.

Early Help Single Point of Entry: 01225 718230

18. Children with Special Educational Needs or Disabilities (SEND)

Launch2Learning recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore, adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

We will provide an environment in which pupils with SEND feel confident and able to discuss their concerns. Wherever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the authorities to identify pupils with particular communication needs.

SEND Service: 01225 757985

19. Welcoming Other Professionals, Speakers, Visitors or Maintenance workers

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, Launch2Learning will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out book, if they are not wearing a badge from a known school or associated organisation and be accompanied by a member of L2L staff at all times.

20. Off-site Visits

Appropriate risk assessments must be in place prior to any off-site visit taking place. If a child is taken the shop it is counted as an offsite visit.

Safeguarding concerns or allegations should follow the procedure described above. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or DDSL, who will make a referral to the MASH or Designated Officer for Allegations (DOFA) if appropriate.

In an emergency, the staff member in charge will contact the police and/or MASH.

Please refer to the Educational Visits Policy.

21. Radicalization

Prevent Duty Guidance paragraph 57 – 76.

- RA for children at risk of being drawn into terrorism, looked at risk in local area.
- Supervise visiting speakers.
- Fit in with WSCB policies on identifying radicalization.
- Staff training to identify children at risk of being radicalised – Prevent awareness training.
- Supervise IT in centre to identify those at risk.

- How do we identify, actions taken and suspicions?

Action taken if AR of radicalization is identified.

1. DSL informs Lead Practitioner of school on role.
2. Recommendations: Contact Prevent Lead Practitioner with recommendation of referral to Channel.
3. Contact DSL who will phone D of E dedicated helpline. **02073407264** for advice.

22. Policy Review

The DSL and DDSL will undertake an annual review of the Launch2Learning's Child Protection Policy and procedures and remedy any deficiencies and weakness found without delay.

Marie Wykes has leadership responsibility for Launch2Learning's safeguarding arrangements.
Amy Hoare is the DDSL

Marie Wykes's role is to ensure safeguarding is always a priority by:

- Championing child protection issues within the organisation and liaising with the DDSL and offering challenge if necessary.
- Ensuring the Child Protection Policy is checked for impact and reviewed yearly accordingly.
- Auditing safeguarding measures annually alongside the DDSL using an Independent Safeguarding Consultant.
- Ensuring all staff understand and comply with their statutory duty to provide the services of the organisation in a way that safeguards and promotes the welfare of pupils.

Appendix 2: The Role of Designated Safeguarding Lead (DSL)

Marie Wykes, the DSL is a senior member of staff, with senior leadership team experience, designated to take lead responsibility for:

- Managing all Child Protection issues, including referring cases to the MASH, or to the Channel programme where there is a radicalisation concern
- Liaison with others in the organisation (Tutors, staff, volunteers and parents)
- Support staff who make referrals to MASH or Channel Programme
- Working in partnership with other agencies such as the local authority, MASH, police, Channel, Local Safeguarding Children Board.
- Undertaking training
- Raising awareness of safeguarding, by regularly reviewing the safeguarding policy and procedures, ensure availability to staff and parents
- The induction of staff and volunteers/staff training. Ensure staff are aware of safeguarding policy and procedure
- Maintaining and transferring safeguarding files.

Information sharing – internal process

Information concerning students at risk of harm will be shared with all members of staff on a “need to know” basis. The DSL will make a judgement in each individual case about who needs and has a right to access specific information.

For more information about the role of the DSL (and DDSL), please refer to Annex B of KCSIE 2018.

Appendix 3. Indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below may be indicative of abuse:

Physical Abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
 - Bruises and cuts
 - Burns or scalds; or
 - Bite marks

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

Emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the ‘Cold Shoulder’
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

Sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have knowledge that you wouldn’t expect them to have
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.
- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being

- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Peer on Peer:

- Bullying
- Cyberbullying
- Sexual violence
- Sexual harassment
- Physical abuse (hitting, kicking, shaking, biting, hair pulling)
- Sexting
- Initiating violence and rituals.

Identified:

Sexual violence:

- Any age and sex
- Group of children sexually assaulting/harassing single child or group
- Can occur online or offline.
- Girls, children with SEN and LGBT children at greater risk.

Identification includes challenging behaviour such as grabbing, lifting skirts, flicking bras, touching is to be challenged.

Sexual offences act 2003:

Sexual violence is: Rape, Assault by Penetration, non-consensual touching.

Sexual Harassment is: "Unwanted conduct of a sexual nature, online or offline.

- Comments, sexual jokes or taunting, physical behaviour such as pulling clothes, drawing of a sexual nature, photographs.
- Online sexual harassment – non-consensual sharing of sexual images and videos, sexual online bullying, unwanted sexual comments and messages.
- Sexual exploitation, coercion and threats.

Action

Reassure victim that they will be believed and kept safe.

Referral Process

Please use usual referral process and MASH form included in this policy.

Neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left with inadequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs or alcohol, over food, clothing or warmth for their child.

Specific safeguarding issues: KCSiE 2021, Annex A provides definitions and indicators of specific safeguarding issues. Some of the signs below may be indicative of abuse:

Female genital mutilation

Indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school

The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female organs for non-medical reasons.

- It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff must inform the DSL immediately if they suspect a girl is at risk of FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators the FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems
- Difficulty walking, sitting or standing, and looking uncomfortable
- Spending longer than normal in the bathroom or toilet
- May complain about pain between their legs or talk of something somebody did to them that they are not allowed to talk about.

Additional information for teachers: FGM Mandatory Reporting Duty

By law, teachers must report to the police any 'Known' cases of FGM in under 18's.

Preventing radicalisation:

Extremism can take several forms, including Islamist extremism and far-right extremism.

Protecting children from the risk of radicalisation should be seen as part of Launch2Learning's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may

include making a referral to the Channel programme or the MASH.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Radicalisation of young people can be compared to grooming of young people.

Early indicators may include:

- Vulnerability and social factors, such as:
 - Family or local community tensions
 - Low self-esteem
 - Experience of poverty, disadvantage, discrimination, social exclusion/perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing/possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism
- Significant changes to appearance, behaviour and peer relationships.

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone which is not their parent or close relative. This constitutes private fostering when the following conditions are met.

- A child is under 16 years of age – 18 if they have a disability
- The arrangement is for 28 days or longer
- The child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

If Launch2Learning do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social care; we will

follow this up by contacting Wiltshire Children's Social Care directly.

Appendix 3a

Behaviour Checklist

- I have set three clear expectations at the start of the session.

- I am using praise, golden/down time (age appropriate) and a menu comments section on the daily record sheet to reward positive behaviour.

- I am reporting and recording problematic behaviour.

- I am using a visual timetable on a whiteboard.

- I have read the RA and planned accordingly.

- I have resources prepared in advance and set out before the session.

- I have a clear routine.

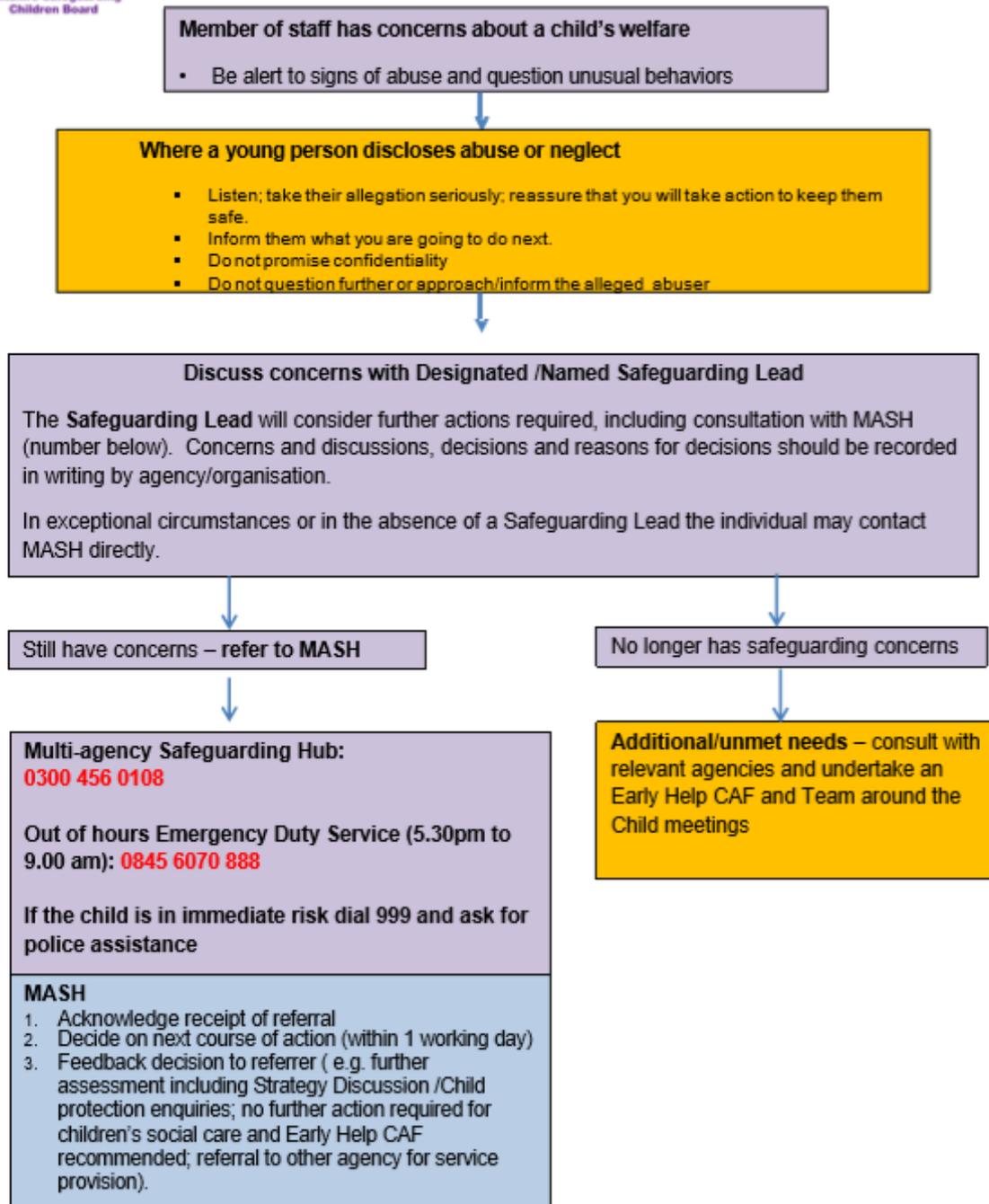
- I have communicated the routine to the student.

- I have recorded positive feedback for parents.

Appendix 4: WSCB flowchart 'What to do if you're worried a child is being abused/neglected'



What to do if you are worried a child is being abused and neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), www.wiltshirescb.org

1. In cases which also involve an allegation of abuse against a staff member, see Part 4 of KCSiE.
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 details guidance on the early help process.
3. 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. This can include s17 assessments of children in need and s47 assessments of children at risk to significant harm. Full details are in Chapter one of working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 6: WSCB Welfare and Child Protection concern form

Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with Launch2Learning's child protection policy. This record should be completed by the adult who first observed the concern and reported to the Designated Safeguarding Lead (DSL) without delay. The DSL will review and report concerns where appropriate to Children's Social Care if a child is deemed to be in need or at risk of significant harm or in need. This information will be disclosed only to staff on a need to know basis for the purposes of child protection.

Please note that a new form is required for each new concern

Launch2Learning September 2021 Child Protection and Safeguarding Policy

I acknowledge receipt of Launch2Learning's September 2021 Child Protection and Safeguarding Policy and confirm I have read and understand the contents.

I also confirm I will follow procedures as per the guidance contained herein to ensure the protection and safeguarding of all pupils.

PRINT NAME:

POSITION:

SIGNATURE:

DATE: