



WHOLE SCHOOL POLICY FOR SAFEGUARDING 2020 INCLUDING COVID-19 ADDENDUM

REVIEW DATE	AUGUST 2019
REVIEW DATE	AUGUST 2020
NEXT REVIEW	AUGUST 2021

Whole School Policy for Safeguarding and Child Protection

Review Date: September 2020
Next Review Date: September 2021



*Approved at
the meeting of the Governing Body held on:*

Signed: Naomi Fearon

Position: Education Lead & DSL

Take 1 Studios – Centre For Learning

Safeguarding Policy

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children August 2018 and Keeping Children Safe in Education September 2020.

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Education act 2002 sections 157&175 schools, Academies and directing bodies have a responsibility.

A person is legally a child from conception until 18 years of age.

This policy was written and adopted in September 2020. *It has been approved by the Governing Body and Senior Leadership Team.*

It is due for review in twelve months: September 2021

Other policies that may need to be taken into account are:

- *Anti-bullying and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour management and positive intervention*
- *Attendance (including children missing from education)*
- *Special needs*
- *Health and safety*
- *Safer recruitment*
- *Physical intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Touching*
- *Policy for the use of Mobile Phones and Cameras in Early Years and Foundation stage*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors policy*
- *Looked After Children / Previously Looked After Children*
- *Equality*
- *Data Protection Policy*

General Policy Statement and Introduction

At Take 1 we are committed to safeguarding children and young people and we expect everyone who works at our organization to share this commitment.

Adults in our organization take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Aims

We aim to create a culture of vigilance and safety and we will always act in the best interest of the child.

We aim to do this by:

- Creating a maintain a safe environment
- Creating an environment where pupils trust and feel able to confide in all adults.
- Effectively manage situations where child welfare concerns arise.
- Help our young people to understand the difference between acceptable and non-acceptable behaviour.
- Teach our pupils how to stay safe from harm

At Take 1 pupils are taught about safeguarding, including online, through various opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognize when they are at risk and how to get help when they need it.

Objectives

To develop and maintain an ethos in which the whole community safeguards our children.

To work effectively with other agencies including Schools, Social Care and the Local Authority, ensuring that the needs of all families can be met.

To have effective systems in place to identify at an early stage emerging issues so early help strategies can be put in place to support the child and family.

To have effective systems in place to react quickly to child protection concerns and ensures that referrals are followed up and acted on.

To ensure all staff are clear about their responsibilities and alert to signs of abuse. All staff are responsible for safeguarding children.

To ensure training needs and requirements are met and updated regularly to equip children with the skills they need to help look after themselves and to help prevent putting themselves at risk.

Responsibilities

Governors

All Governors have an enhanced DBS which is recorded on the single central record (SCR) and 128 management checks are carried out and recorded. Our Chair of Directors has an enhanced DBS which is countersigned by the Secretary of State.

Their responsibilities include monitoring safeguarding and child protection at Take 1.

Responsibilities include:

Ensuring that there is an up to date child protection /safeguarding policy in place.

Ensuring there are procedures in place for dealing with allegations against a member of staff.

Ensuring that appropriate training for staff is in place.

Ensuring there is a member of the Governors who is responsible for and has been trained for safeguarding, child protection and safer recruitment.

Ensuring policies and procedures at Take1 are reviewed annually. Receiving regular reports from the Trust Designated Safeguarding Lead on safeguarding and child protection.

Designated Safeguarding Governor: Denise Mcdonald

Safeguarding audit annually

Safeguarding policy updates

Monitoring of procedures and effectiveness of referrals to social care (Dip Tests) and implement annual safeguarding audits at Take 1

To be the named designated officer in relation to the management of allegations against staff at Take 1.

To work alongside Take 1's Data Protection Officer with regards to Subject Access Requests with a safeguarding nature.

Teachers and Support Staff

Reference checks have been carried out on all staff. This is recorded on our Single Central Record. In the event a concern about a member of staff came to light, we would risk assess and carry out all the appropriate safer recruitment checks to ensure the member of staff is still suitable to work with children.

All staff have passed our safer recruitment checklist on start of their employment. All staff have a copy of and know they have to read Keeping Children Safe in Education Part 1 and for those working in regulated activity Annex A. They should also read the Staff Code of Conduct and the Safeguarding and Child Protection Policy including the Take 1 Whistle Blowing policy, Behaviour policy and Children missing from Education statutory Guidance every time there is an update. The relevant information is available on our website and displayed on our safeguarding board.

Teachers and support staff are responsible for:

Keeping alert for potential signs of abuse amongst all children at Take 1, monitoring and using the Take 1 safeguarding log.

Referring any concerns to the designated persons as soon as possible, this must be before the end of the working day, staff must complete a concern using CPOMS.

Supporting pupils in understanding how they can keep themselves safe. Staff will take concerns seriously and encourage young people to talk about their worries. Staff will always act in the best interest of the child.

Providing information for use in multi-agency meetings and attending themselves where necessary. E.g. LAC reviews.

Keeping their safeguarding training up to date.

Receiving and applying any recommendations resulting from a multi-agency meeting.

Supporting pupils who wish to make a disclosure, recognising that the child's voice is important and will always be listened to.

Support staff will assist teachers with their responsibilities but will also take responsibility themselves for being alert to signs of abuse and receiving any disclosures when a child indicates that they would like to.

All staff liaise with parent carers on a regular basis either in person, letters home or a phone call home.

Guidance

There is a copy of Keeping children safe in Education 2020, Working together to safeguard children 2018 and HM Government Multi-Agency Practice Guidelines Female Genital Mutilation April 2020 available in the policy folder at Take 1.

All staff have access to a safeguarding policy and a copy of the above documentation including guidance for safer working Practice May 2019 and the addendum added in 2020 and all other relevant up to date safeguarding statutory Guidance. All staff also have access to our Lock Down Policy and procedures.

A short induction is undertaken to ensure all supply, agency staff and volunteers have the relevant checks carried out before working in our school and know who the DSL's are and where to obtain access to the safeguarding and whistle blowing policies and are aware of the safeguarding procedures in school including procedures for missing children and Lock Down Procedures.

The Induction includes:

Safer Recruitment checks, checking photo ID, a current up to date enhanced DBS, vetting and barring service date check, prohibition checks, overseas checks, references and proof of safeguarding training.

General Safeguarding will be discussed to ensure staff are aware of and able to deal with any safeguarding concerns including dealing with disclosures in an appropriate manner.

A copy of Take 1's lock down procedures is given to new staff on their safeguarding induction.

A profile folder is available in each classroom for new staff to familiarise themselves with pupils.

Framework

All children deserve the opportunity to achieve their full potential; these are outlined from Every Child Matters. Child protection is the responsibility of all adults and especially those working with children in our School.

Professionals should, in particular be alert to the potential need for early help. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

Professionals should, in particular be alert to the potential need for early help for a child who:

- Is disabled and has additional needs
- Has specific educational need
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in family circumstance presenting challenges for the child, such as substance abuse, or domestic violence

- Is a young carer.

The development of appropriate procedures and the monitoring of good practice are the responsibility of the Safeguarding Partnership Board.

The Nottingham City Safeguarding Partnership

The safeguarding partnership, includes the local authority, Police and Health commissioners. These agencies work together with the wider community to secure the best possible outcomes for the children and young people of Nottingham by protecting them from all forms of abuse and neglect. This will be achieved by timely intervention, good collaboration and information sharing and the adherence to a culture dependent upon respect, challenge, personal responsibility and accountability. The safeguarding partnership is an inter-agency forum for agreeing how the different services and professional groups should co-operate for the purposes of safeguarding and promoting the welfare of children in Nottingham.

The Safeguarding partnership also aims to co-ordinate what is done, and ensures the effectiveness of each person or body represented on the Board, to ensure that the arrangements work effectively to bring about good outcomes for children and young people in accordance with Children Act 2004. The Local Safeguarding Children Partnership are governed by the Children Act 2004 s13-16, which states that, "Each Children's Services Authority in England must establish a Local Safeguarding Board for their area". (CA 2004 s13) The Act sets out a mandatory list of agencies who are required to be members of the new status and policy statements in relation to the responsibilities, duties and powers of the board and its new status.

The safeguarding Partnership constitution has been compiled in accordance with published legislation, policy and guidance to date and should be used as a framework to ensure that stakeholders achieve individual and collective responsibility for the work it undertakes. In order to fulfil its statutory functions the Nottingham City Partnership has established a number of Partnerships, which focus on specific areas of the Board's core business. The safeguarding board constitution outlines the remit of each of these Partnerships. The Inter-agency Child Protection Procedures have been produced jointly through the Nottinghamshire Safeguarding Partnership. The procedures should be followed by all professionals who have concerns that a child might be the subject of either abuse or neglect.

The new Nottingham city partnership arrangements consist of health commissioners, police and the local authority Children's safeguarding Board.

The Local Authority Safeguarding officers (DO) role is undertaken by the following people:

Tina Wright - allegations against staff independent reviewing officer (IRO) for strategy meetings.

Email - Tina.wright@nottinghamcity.gov.uk

Karen Shead – supporting Schools and education settings in relation to safeguarding.

Email – Karen.shhead@nottinghamcity.gov.uk Telephone - 0115 8764725

Lisa Hurst – Schools and education safeguarding coordinator

Email - Lisa.hurst@nottinghamcity.gov.uk Telephone – 0115 8762042

Evelyn Hailwood – Responsibility for the quality assurance of the process.

Evelyn Hailwood– Allegations manager

Telephone 01158764148 Evelyn.Hailwood@nottinghamcitycouncil.gov.uk

Other useful Contact numbers are:

Safeguarding Guidance and procedures – safeguarding.partnership@nottinghamcity.gov.uk

Loxley House, Station Street Nottingham, NG2 3NG Tel 0115 8764765

NSPCC Whistleblowing helpline - 0800 028 0285

All Life Disability Team Nottingham - 0115 8838266

Children and Families Direct Safeguarding Hub - Nottingham city 0115 8764800

Multi Agency safeguarding Hub (MASH) Nottinghamshire County - 03005008090

Safeguarding Children Information Management Team

The Nottingham City Safeguarding partnership has a Children’s Safeguarding Board which has specific teams whose primary purpose is to ensure that information held about children with a Child Protection Plan is accurate and kept up to date.

These teams were previously referred to as the “Child Protection Register” teams but are now called The Safeguarding Children board partnership information Management Team.

The Children’s Safeguarding Board is located at Loxley House, Nottingham, NG22 3NG.

If you require any further information in relation to this matter please liaise with your agency’s representative at the Nottingham City Safeguarding Children Board. Alternatively please contact;

The local authority designated officer (DO) is: Lisa.hurst@nottinghamcity.gov.uk

Safeguarding Guidance and procedures can be obtained through the local safeguarding children's Partnership:

safeguarding.partnership@nottinghamcity.gov.uk

Loxley House, Station Street Nottingham, NG2 3NG Tel 0115 8764765

Training is available from the Children's safeguarding board. The Safeguarding Governor should encourage and promote training for all staff at the appropriate level.

All staff including any volunteer at Take 1 in regulated activity need a DBS (enhanced) check before they work with pupils within our organisation. Volunteers working in unregulated activity would not require a DBS, however a risk assessment would be completed prior to a start date unless the volunteer was to work long term which in that case we would complete all the appropriate safer recruitment checks, including a DBS.

Students on work placements are interviewed and their supporting school/college/university is approached for any information relevant to safeguarding.

No work experience pupil is allowed to work alone with pupils. They all have an orientation session where our expectations are discussed regarding their conduct with in our setting. We discuss how to report any concerns and they are never allowed to attend meetings or deal with paperwork about pupils.

The two key pieces of legislation regarding the welfare of children are;

Children act 1989.

Section 27. Duty to co-operate

Section 17. Child in need of services.

Section 47. Child in need of protecting.

Children act 2014

- Safeguarding and child protection.
- Importance of early intervention.
- Nottingham city safeguarding Partnership
- Common Assessment Framework.

Allegations Management

Any allegation or concern about the conduct or behaviour of a person who works with children and young people must be referred to the Head Teacher in the first instance. They will decide whether the matter can be dealt with within our School setting or if they need to liaise with the local authority designated safeguarding team. If the concern is about the

Head Teacher staff must inform the chair of Directors Salome Graham, email: chair@take1studios.co.uk

There is a NSPCC Whistle blowing help line to support staff Tel: 0800 028 0285.

Possible reasons for concern would be if a member of staff has:

Behaved in a way that has harmed a child possibly committed a criminal offence against or related to a child or behaved in a way that indicates s/he is unsuitable to work with children.

This now includes behaviour outside of Take 1 Studios that may indicate that a person is unsuitable to work with children.

Allegations procedures for Take 1 can be found in the Whistle blowing policy.

Training and Support

It is required that Take 1's designated safeguarding lead for safeguarding and child protection undertakes training in inter-agency working and safeguarding annually with regular updates as necessary.

All staff must understand the role of their named DSL's.

All staff who work with children (paid and unpaid) should undertake training to equip themselves to carry out their responsibilities for Child Protection effectively and this should be updated at least annually.

Staff will receive new safeguarding updates throughout the year at least termly. Staff sign for these updates on receipt. New staff not safeguard trained will be trained with in their first term. Training will involve all staff understanding what early help is and how to identify pupils in need of early help with in our organisation. A record is kept at Take 1 of vulnerable pupils and pupils requiring early help. We refer to this record as a student vulnerable group list and it is updated regularly. Staff training will ensure all staff understand the difference between a 'concern' and 'immediate danger' or risk of 'significant harm'. All staff including new staff, agency/supply staff and volunteers will receive copies of part 1 and annex A of keeping children safe in education September 2020 and have access to Take 1's Safeguarding & Child Protection, Whistle Blowing, Behaviour and code of conduct policies.

Staff in our organisation are updated on child protection and safeguarding issues by regular staff meetings, training sessions and daily briefings.

Confidentiality – Information Sharing

A shared responsibility and the need for effective joint working between agencies and professionals that have different roles and expertise are required if children are to be protected from harm and their welfare promoted. In order to achieve this joint working, there must be constructive relationships between individual practitioners, promoted and

supported by: the commitment of senior managers to safeguard and promote the welfare of children;

General data Protection regulations and data Protection act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately. Where possible share information with consent and where possible respect the wishes of those who do not consent to having information shared. Under GDPR and data protection Act 2018 you may share information without consent if, in your judgment there is a lawful basis to do so, such as where safety may be at risk.

We recognise that all matters relating to child protection are confidential and are on a need to know basis. This information is shared on a need to know basis. In some cases the D.S.L may share the information with the selected staff who work closely with a pupil where there are concerns, as it may not be necessary for all staff to hear these concerns.

The D.S.L will disclose any information about a child or young person to other members of staff on a need to know basis only. Only general safeguarding information is discussed in morning briefings.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Effective sharing of information between professionals and local agencies is essential. Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how not sharing information has contributed to the deaths or serious injury of children.

All staff must be aware that they cannot make a promise to a child to keep secrets.

Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil Record, and securely within a locked cabinet in the safeguarding office if in paper form or it will be stored electronically on the Take 1's safeguarding electronic systems. Concerns are recorded on 'Concern Forms' electronically.

Guidance is offered to staff about appropriate recording of concerns by the DSL. Historical meeting notes are also stored in secure files in the safeguarding office or on the electronic system. Current meeting notes are stored electronically within the Take 1's safeguarding electronic systems. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law. The law permits the disclosure of confidential information necessary to safeguard a child or children.

Disclosure should be justifiable in each case, according to the particular facts of the case, and advice from the Schools and Education or Childcare Safeguarding Co-ordinator should be sought if in doubt.

Further guidance is available in Take 1's data protection policy. Professionals can only work together to safeguard children if they exchange relevant information between them. All staff need to record concerns electronically, discussions about the child, decisions made and the reason for those decisions. All conversations about the concern if handwritten are scanned and put on to Take 1's electronic safeguarding systems.

Data Protection

Confidential Files /information can only be viewed on the Take 1 site only by the parent of the child that has parental responsibility, with supervision by the Take 1's Safeguarding Lead and/or the Data Protection Officer,

Police/ courts etc. requesting to view a confidential file of a pupil must also view the file on School premises under supervision of the Safeguarding Lead and/or the Trust Data Protection Officer.

A request form must be completed and handed to our Data Protection Officer Melissa Rose via email at melissa@take1studios.co.uk before any information can be released from the school site.

Information no longer required by the Academy site will be disposed of securely. Please read our Data Protection Policy for more information.

Take 1 staff are fully aware of the principles of information sharing and work to this guidance.

Effective sharing of information between professionals and local agencies is essential.

You may share personal information outside the school only with your pupil / families' knowledge and express consent.

You may share information without consent if you are obliged to by law, if required to do so to protect life and limb, or if you must do so in the public interest.

You must always however be prepared to defend the basis of such a disclosure. Involve pupils and families and service users

Let service users know what information you wish to record. Explain why you need the information and what it may be used for.

Inform pupils and service users of their rights: Make sure pupils and service users know their rights to confidentiality and how to exercise them. Respect the right of pupils and service users to have access to their health records.

Respect individual choice: If pupils and service users do not want information about them to be used for a particular purpose, try to respect their wishes. Make sure that pupils and service users are aware of the implications of their decision.

Get it Right: If you cannot respect a pupil's wishes on the use of personal health information, guidance must be sought. Make sure records are accurate, complete and up-to-date. Store and send personal information securely at all times to ensure that it cannot fall into the wrong hands. Ensure requests to see information are from those with a legitimate right.

Keep records secure: Store and send personal information securely at all times to ensure that it cannot fall into the wrong hands. Ensure requests to see information are from those with a legitimate right.

Only record what you need: Only record the information relevant to caring for the pupil or service user.

Share with Care: Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Share personal information only on a need to know basis.

Know your obligations to your pupils, service users and others: All staff dealing with personal information should be aware of the issues surrounding confidentiality and be trained to deal with them in an appropriate manner. This information can be found in the Academies data protection policy, the named person for data protection is Melissa Rose.

Procedures for dealing with concerns

Any concerns regarding a pupil should be reported to the DSL's using a concern form on the electronic safeguarding system by the end of the working day.

Staff must REPORT- RECORD- MONITOR- KEEP THE DSL'S UPDATED.

Low Level Concerns

Staff must state on the concern form whether they consider the concern to be low level or high level. Low level concerns will be monitored using a safeguarding log to ascertain more information about the pupil to give a bigger picture of whether there is a safeguarding concern. Talking to parent/carers on many occasions will reveal what is happening at home. After consulting the DSL an action may be for the class teacher or TA to ring home as they know the parent best. Conversations must be recorded with a date and time on the monitoring log then sent to the DSL for recording purposes.

Some examples of Low level concerns

Pupil has had no breakfast that morning record –inform the DSL, make contact with the parent/carer - monitor – is this happening on a regular basis?

Pupil wearing the same clothes every day record – speak to the DSL, monitor - are the clothes clean? Is there an issue with the pupil's special needs about clothing? Has the washing machine broken down? Make contact with the parent/carer to help answer these questions, Record all conversations and pass to the DSL.

Pupil is complaining of toothache –make parents aware, advise parent/carer to take the pupil to the dentist, request evidence of the Dental appointment, monitor- follow up with the parent/carer to ensure the child has been seen by a dentist, speak to the pupil about the dental visit- has the pupil been? Keep the DSL updated and pass on all relevant information.

Pupil falling to sleep in class- speak to parent /carer, monitor- is this a medication concern? Record - speak to the DSL.

Referral

The Designated safeguarding lead should assess all information available to the Academy setting about the child and refer to Social Care Access Team if appropriate and confirm this referral in writing by completing a MARF document by the end of the day of the concern.

If there has been no response from social care regarding the MARF after 24 hours the DSL will contact social care for an update.

Please note if parent/carers do not agree to a MARF referral and the DSL feels it is still necessary a MARF form will still be completed and sent.

This form can be found on the LSCB website and also in the Safeguarding and Promotion of children in Childcare, Education and Recreational settings: Practice Guide.

If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children’s social care. Anyone including parent /carers can contact Children and families direct if they are concerned about the safety of a child.

Procedures for dealing with concerns

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult, or another child or children.

Parents can see a copy of this safeguarding and child protection policy by asking at the main office or they can find this policy on the Take 1 website.

Childcare, Schools, Academies and Recreational settings can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child’s progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give much information. Monitoring is particularly valuable because teachers etc. are in daily contact with children and are used to monitoring them. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is ‘normal’ or ‘usual’ for a particular child.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Response to PE/sport
- Injuries/marks, past and present
- Statements, comments, stories, drawings
- General demeanor and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Absconding

When is recording needed?

When there is a concern over:

- Unusual, significant changes in behaviour
- Puzzling statements or stories from a child
- Mood changes
- Marks on a child's body
- Information from others
- If requested by another agency, for example, following an initial child protection conference
- When a child protection plan or A child in need, absence from school should be not only recorded but the case social worker notified on the first day of absence and continue to update the social worker every day the child is absent thereafter.

A child absconding

The Take 1 procedure as well as recording must be followed. Take 1 staff will attempt to persuade the child to return into school if they are at the gates or fence. If the child leaves school site a member of Take 1 staff will follow at a distance for 15 minute or until the child reaches home. Parents and police (where necessary) will be contacted (See Take 1's absconding policy for further information.)

Who should record?

Teachers, Other School staff LA staff in regular contact with the child, such as EWO, Behaviour Support Worker, and Education Psychologist (in line with their own Practice Guidance.)

Social workers and other professionals involved with the child.

How should we record?

Using safeguarding concern forms on the electronic safeguarding system and a safeguarding monitoring log to monitor minor concerns.

How should it be recorded?

The DSL's will decide, after taking advice from interested parties when to start and finish monitoring.

Information will be stored securely in the files of individual pupils or in the child protection file.

The DSL will decide who sees any monitoring. It will be on a strictly need to know basis. Anyone with information should contribute to monitoring.

Ensuring staff are safe to work with children

Take 1 operates vetting and safer recruitment practices in line with Safeguarding Children and Safer Recruitment in Education 2007. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Schools/Academies and other settings are required to maintain a Single Central Record, for all permanent and agency staff, volunteers (including Governors). An enhanced DBS should be produced on arrival at school and seen by the (DSL) before any staff including bought in' services (e.g. catering, cleaning services) work within the establishment. A check to ensure the person presenting themselves for work is the same person on whom the checks have been carried out. Right to work in the UK and overseas checks will be carried out at this point.

The DSL will implement a short safeguarding induction first thing in the morning to check new staff have had some safeguarding training and all agency staff working with children are aware of the schools safeguarding procedures and are aware of how to obtain and access the safeguarding policies in school. Prohibition checks are carried out on all teachers including unqualified teachers, support staff and volunteers.

Volunteers working in regulated activity are required to produce an enhanced DBS with barred list information prior to their starting date. Volunteers working in unregulated activity will be required to produce a DBS without barred list information. A safeguarding induction is carried out by one of the DSL's prior to working in the School.

Please read the Trust DBS policy for more information.

Agency Staff

The agency must provide each Academy with a vetting check list prior to the start date of their employee, the DSL will check the workers required documents against this vetting check list before the safeguarding induction begins.

Safer recruitment training has been attended by: Naomi Fearon and Melissa Rose

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in school, Academies or colleges. In addition, schools, Academies and colleges must make further checks they think appropriate so that relevant events that occurred outside the UK can be considered.

Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office is on GOV.UK. The department for education has also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

The single central record is kept in the main office securely. It is maintained by a designated member of the office staff under the direction of the Head Teacher and contains all the information required by OFSTED.

Supply staff details, including photos and DBS, are kept in the front office securely. Once recorded on the SCR copies are confidentially destroyed. If there is a good reason for doing so each Academy may keep a DBS in the staff members File for up to 6 months then it is securely destroyed. Overseas and Right to work clearance is kept in the staff members file for 2 years after the person has left then securely destroyed. Any supply staff or new staff and visitors entering school are required to present photographic forms of identity.

All staff must read:

Keeping Children Safe in Education (2020) [Part One] and school leaders and staff that work directly with children should also read Annex A.

Staff Code of Conduct

Safeguarding Policy & child protection Policy

Whistle Blowing policy

Behaviour Policy

Attendance Policy and children missing from education Statutory Guidance September 2016

Children missing in education September 2016

All staff and volunteers are clear about:

Do's and Don'ts about providing children and young people means of contact outside of school hours (e.g. Mobile phone numbers, Face book Social Networking Sites etc)

Whistle Blowing procedures
Safeguarding & child protection policy procedures

The use of personal phones is prohibited whilst staff, including supply and volunteers are on Duty but may be used on occasions where there is an emergency.

Personal phones/l pads will not be used to record or take photographs of children, Take 1 provides equipment for this use, staff must justify their reasons for doing so.

Pupils hand over their phones and personal electrical equipment on arrival at school, this is returned to them at the end of the day.

Attendance is completed by 10am each day so parent/carers of all pupils absent from school that day can be contacted and prompt actions put in place if necessary.

Pupils must have at least 2 up to date contact numbers recorded on their information sheet. Staff need to update these numbers if there are any changes as soon as possible.

Visitors

All visitors to Take 1 will be asked to bring formal identification with them at the time of their visit.

Once on site, all visitors must report to reception first. No visitor is permitted to enter each Take 1 via any other entrance under any circumstances.

At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request. All visitors will be required to sign in and wear a visitor's badge. The badge must remain visible at all times throughout the visit. Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied.

When leaving the premises the visitor must report back to reception to sign out and return their visitor's identification badge.

Disqualification by Association

Disqualification by Association under the Childcare Act 2006 amended Sept 2018 states new regulations and removes disqualification by association in non-domestic settings. Take 1 can no longer ask questions regarding the criminal history of people who reside within a member of staffs household. DBS, prohibition and Disclosure and barring checks are not affected by this change and will continue to be recorded on the single central record along with an annual staff self-disclosure form for eligibility to work with children annually. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the Head Teacher.

Allegations against professionals

Procedures are in place to support all staff that have concerns about the conduct of any adults working at Take 1, either in a professional role or in a voluntary capacity.

In the event of an allegation about the behaviour of a member of staff at Take 1 the Head Teacher is to be notified in the first instance, if the allegation is about the Head Teacher the Chair of Governors Tracy Turberfield should be informed who will contact the local authority Designated officer. Take 1 will follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Keeping Children safe in education 2020 and Working Together to Safeguard Children 2019. Full procedures can be found in the Take 1 Whistle blowing policy.

Local authority Designated Officer (DO) is Lisa Hurst and Evelyn Hailwood is responsible for allegations management, Evelyn is also responsible for quality assurance Tel: 0115 8765698.

NSPCC Whistleblowing helpline 0800 028 0285.

Chair of Governors: chair@take1studios.co.uk

Vulnerable child/Child at risk

Designated Teacher for Looked after children is: Naomi Fearon

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Looked after Children are 3 times more likely to end up unemployed and to suffer from a mental health condition. Many have been damaged by disadvantaged and chaotic backgrounds. They are more likely to have challenging behaviour and abscond.

People assume these children are too damaged to expect too much from them.

The care system heaps further uncertainty and upheaval as some are returned home quickly to face danger that originally demanded their removal from home.

Looked after Children are faced with leaving care at 16 and often have to fend for themselves.

They often have to move schools and adjust to new carers, social workers and new surroundings. The more placements they have the less likely they are to achieve.

Children with Special Educational Needs

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

There may be 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 sign's and difficulties may arise in overcoming communication barriers.

At Take 1 we identify pupils who might need more support to be kept safe or to keep themselves safe by monitoring closely and intervening early. Agencies such as counselling and Cahms will be initiated if appropriate. Safeguarding training for pupils to raise awareness of staying safe is delivered by the school staff and partner organisations. The training is tailored to the needs of the pupils and takes into account children with special needs and autism.

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any sign's and difficulties such as behaviour, mood and injury.

At Take 1 we are fully aware of a pupil's disability and it is not a barrier preventing further exploration for signs of abuse.

Missing Children

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parent /carers when pupils are not at school. This means we need to have at least two contact numbers for parent /carers. Parents should remember to update the school as soon as possible if the numbers change. In response to Keeping children safe in Education 2020 the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from

education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

4. Procedures to inform the local authority or commissioning school when we plan to take pupils off-roll when they:

1. leave school to be home educated
2. move away from the school's location
3. remain medically unfit beyond compulsory school age
4. are in custody for four months or more (and will not return to school afterwards); or
5. are permanently excluded
6. We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority (SEN) team.

7. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.
8. SEN will forward the pupils SEN file and EHCP to the new SEN authority if the pupil has moved to another city.
9. Take 1 has Procedures in place to pass on records to a new school, if the pupil is 16 and leaving education the records are logged and archived.

Further Guidance can be found in Children missing from education: statutory guidance for local authorities September 2016

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of an authority) for the care of a child under the age of 16 years (under 18 years, if the child has a disability) by someone other than a parent or close relative, in their own home, with the intention that it should last 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step parents. It does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However it should be clear to the school who has parental responsibility. Staff will notify the DSL if they become aware of a private fostering arrangement. The DSL will speak to the family of the child involved to check they are aware of their duty to inform the local authority. Take 1 has a duty to inform the LA of the private fostering arrangements. On admission to Take 1, we will take steps to verify the relationship of the adults to the child who is being registered.

Homelessness

Being homeless or being at risk of homelessness presents a real risk to a child's welfare. The homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help. Each year there around 12,000 young people aged 16 and 17 presenting to their local authorities as homeless, 6,000 are not assessed, only 2,800 are accommodated. Children's services lead on homelessness therefore it is very important staff inform the DSL promptly if they are concerned or suspect homelessness with a pupil/family so the appropriate referrals can be made.

Indicators of Homelessness

- Household debt
- Domestic Abuse
- Rent Arrears

- Anti-social behaviour
- Family being asked to leave the property

Types of Abuse and Neglect

Abuse: Is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical Abuse: a form of abuse which may involve hitting, throwing, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

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 as so far 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 children. These may include interactions that are beyond a child's development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. 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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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 adequate caregivers, or ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Children who Self-harm

Staff should always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with children's social care. Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Domestic Abuse

The changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse. By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

- Statistics confirm the links between domestic abuse and safeguarding children
- Child abuse – 1 in 3 child protection cases show a history of domestic abuse of domestic violence
- children in violent households are 3 to 9 times more likely to be injured and abuse, either directly or while trying to protect their parent

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Adults who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Encompass informs schools of domestic violence incidents reported by police. Schools should be informed within 24 hours.

The cross-government definition of domestic violence and 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
- Emotional

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children up to the age of 16 years old may also be vulnerable and in need of support or protection.

Nottingham now has a police team in place to deal with domestic violence, this service is known as The Dart Team and can be accessed through Children and Families Direct phone number 0115 8764800 Domestic Abuse Referral Team

Hate Crime

Hate crimes are targeted at a person because of hostility or prejudice towards that person's:

Disability, race or ethnicity, religion or belief, sexual orientation, Transgender identity.

This can be committed against a person or property.

A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of hate crime.

Hate crime must be reported to the police however the police can only deal with cases where the law has been broken. Staff concerned about hate crime involving a young person must follow Take 1's safeguarding procedures and inform the DSL immediately so a referral to social care and or police can be sent. Hate crime often spills over into communities we all have a duty to keep all children and young people safe.

More information and support can be found on support line – Problems: Advice, support and information www.supptline.org.uk

Sexual Exploitation of a child and County Lines

Statutory definition of Child Sexual Exploitation Working together to safeguard children July 2018

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.

Indicators of child exploitation may include:

Acquisition of money, drugs or alcohol, clothes, mobile phones, etc without plausible explanation.

Gang- association and /or isolation from peers/ social networks.

Exclusion or unexplained absences from school, college or work.

Leaving home/care without explanation and persistently going missing or returning late.

Excessive receipt of texts/phone calls.
 Returning home under the influence of drugs or alcohol.
 Inappropriate sexualized behaviour for age/sexually transmitted infections.
 Evidence of /suspicions of physical or sexual assault.
 Relationships with controlling or significantly older individuals or groups.
 Multiple callers (unknown adults or peers).
 Frequenting areas known for sex work.
 Concerning use of internet or other social media.
 Increasing secretiveness around behaviours
 Self-harm or significant changes in emotional well-being

Potential Vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and /sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example:
 - Recent bereavement or loss.
 - Social isolation or social difficulties.
 - Absence of a safe environment to explore sexuality.
 - Economic vulnerability.
 - Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

County Lines

County lines is the organized distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. The term county lines has two likely origins. In America, the county sheriffs have to stop at the county line as they have no jurisdiction past that point. American rap music may have transferred the term to the UK. County lines can also simply mean the one telephone line in use to order illegal drugs and shared often using social media, business cards, or even printed in the sides of giveaway cigarette lighters.

Children most at risk are those with chaotic backgrounds, may be some previous offending, poor school attenders, and often children who are looked after.

Signs that should prompt people to consider a young person's involvement in county lines include, being found in distant areas, unexplained new clothes, money, or phones being

associated with older people and a change in their behaviour or mental state. Documents that provide further information and guidance include a detailed briefing document from the National Crime Agency and a quicker read from the Home office, the county lines guidance, published in July 2017.

Sexual violence and sexual harassment between children in schools and colleges **(Sept 2019)**

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

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

Contextual safeguarding

This means that incidents and or behaviours are associated with factors outside the school or college and/or occur between children outside the school or college the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

Voyeurism (offences Act 2019 ("upskirting"))

Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Crown Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Fabricated or Induced Illness

Fabricated or induced illness (FII) is a form of child abuse, It occurs when a parent or carer, usually the child's biological mother exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy.

Behaviours in FII

The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child:

A mother or other carer who convinces their child they are ill when they are perfectly healthy.

A mother or other carer who exaggerates or lies about their child's symptoms.

A mother or carer who manipulates test results to suggest the presence of illness- for example, by putting glucose in urine samples to suggest the child has diabetes.

A mother or carer who deliberately induces symptoms of illness- for example, by poisoning her child with unnecessary medication or other substances.

Child Protection

FII is a child protection issue and cannot be treated by the NHS alone. Therefore if staff suspect FII they must follow Take 1's safeguarding procedures by filling in a concern form and informing the DSL immediately, the DSL will refer the concerns to Children and Families direct (Social Care). If you suspect that someone you know may be fabricating or inducing illness in their child it is not recommended that you confront them directly. A direct confrontation is unlikely to make a person admit to wrongdoing and it may give them the opportunity to dispose of any evidence of abuse.

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Take 1 Safeguarding Lead and staff have received training about the Prevent Duty and tackling extremism and are able to support with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views and vice versa
- Advocating violence towards others

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team:

prevent@nottinghamshire.pnn.police.uk

Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

Bullying

Bullying may be physical, verbal or relational and may occur directly or indirectly in the presence of the young person or indirectly through electronic devices or other methods of communication.

Bullying is when someone is:

Teasing, name-calling, inappropriate comments, threats of harm, purposefully excluding someone, spreading harmful rumours, coercing others to do or say harmful things, kicking, hitting pushing, spitting, damaging or taking someone's property, rude or mean gestures.

Any form of Bullying in our school is not tolerated, it will never be passed off as 'Banter' or 'part of growing up', it must be recorded on a behaviour log then given to the behaviour manager, if there is a concern with safeguarding relating to the bullying incident a concern form must be completed. These forms must be handed in to the behaviour manager and DSL by the end of the day of the incident so the appropriate action required can be taken.

More information can be found in our Behaviour Policy.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to

suffer, significant harm'. Where this is the case, the DSL will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, staff may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Take 1 ensures that the Anti-Bullying Policy includes how Take 1 will manage 'cyber' bullying through the use of digital technology, irrespective of whether this happens on or off the school premises.

Peer on Peer Abuse

Take 1 believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our behaviour policy. Different Gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls sexually touched/assaulted or boys being subject to initiation- type violence. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature, Safeguarding issues raised in this way may include Physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger more vulnerable pupil.
- Is of serious nature, possibly including a criminal offence.
- Raises risk factors for other pupils in the School.
- Indicates that other pupils may have been affected by this student.
- Indicates that young people outside the school may have been affected by this student.

At Take 1 we will support the victims of peer on peer abuse by working with all students and parents involved. Offering behaviour support and other information about other outside agencies that can support all students and parents.

In cases of sexting we follow guidance given to schools and colleges by the UK council for Child internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents and safeguarding young people'.

Teen Dating Violence (TDV)

TDV is defined as a physical, sexual psychological or emotional violence within a relationship including stalking. It can occur between a current or former dating partner.

Examples of TDV

Pinching, hitting, shoving or kicking a partner or harming his/her sense of self-worth by name calling, shaming, bullying or embarrassing on purpose; Keeping him/her away from friends and family, or coercing or forcing a partner to engage in a sex act when he/she does not or cannot consent.

Hazing

Hazing is defined in different ways by different people but there is a general agreement that hazing includes any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate.

Examples of Hazing

Physical mutilation, yelling or swearing with the intent to demean, coerced consumption of non food substances, drowning/near drowning immersion in noxious substances, sleep or food deprivation, forced public humiliation or forced sexual activities.

As in all cases of child abuse, it is essential we as a school support the needs of the children who are abused by their peers. Each category of child abuse may have different dynamics and effects. There is no single approach to the treatment of child abuse so each individual case will require its own unique intervention.

Because peer on peer abuse is so prevalent and the effects can be long lasting and severe Woodlands safeguarding procedures including contacting children and families Direct will be implemented for the victim and the abuser so the appropriate support and services can be provided as quickly as possible for the perpetrator ,victim, parents and carers.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place around 15 years old, however, it is believed that majority of cases happen between the ages of 5 and 8 years old.

Risk factors;

Low level of integration into the UK society.

Mother or sister has undergone FGM.

Girls who are withdrawn from PHSE.

Visiting female elder from the country of origin.

Being taken on a long holiday to the country of origin. Talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays) or parents who wish to withdraw their children from learning about FGM.

Indicators that FGM may have already taken place:

- Difficulty walking, sitting or standing and may even look uncomfortable. Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from the classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school, especially with noticeable behavior changes (e.g. withdrawal or depression) on the girls return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between the legs.

Mandatory Reporting

The serious crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

In schools, this will usually come from a disclosure.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Staff must discuss any such cases with the ADSL who will inform social care. This duty does not apply to suspected cases. Suspected cases should be written on a concern form then handed to the ADSL.

So called "Honour" based violence

So called "honour"- Based violence occurs in communities where concepts of honour and shame are fundamentally bound up with the expected behaviour of families and individuals particularly women. There have been a number of high-profile "honour Killings" the most extreme form of so-called "honour"- based violence, in the UK in recent years. In other circumstances, the victim can be subjected to long low level physical abuse and bullying as 'punishment' for bringing dishonour on the family.

A recent report by the Centre for Social Cohesion on "honour"- based violence in the UK described common ways in which honour can be perceived to be damaged:

Perceptions of common ways in which honour can be damaged

Defying parental authority:

In many cultures, elder members of the family are expected to control their children. Parents who publicly fail to do so may lose status in the community as a result.

Becoming `Western' (clothes, behavior attitude):

People from honour-based cultures often transform ideas of honour into a pride in ones origins and /or religion once they settle in `the West'. Families who allow their children to assimilate into wider society can be seen as betraying their origins, their community and their ancestors.

Women having sex/relationships before marriage:

Many honour based cultures put a high premium on a girl's virginity and sexual fidelity. Families whose women are believed to have extramarital relationships (even of a non - sexual kind) can suffer a decline in honour and social standing.

Use of drugs or alcohol:

Drinking alcohol and using drugs not endorsed by religion, culture or tradition can bring shame on families because their children are seen as abandoning or rejecting the values of their parents and their community.

Gossip:

In many cases honour is damaged less by a person's action than by knowledge of that action becoming public knowledge. Rumours and gossip-even if untrue-can damage the status of a family or an individual. In many cases, families are less concerned with immoral acts, than how these will affect how they are seen by their relatives and by other members of their community.

In addition to the incidents above victims may be under house arrest and excessive restrictions, denial of access to a telephone, internet, passport and friends, threats to kill.

So-called "honour"-based violence differs from domestic abuse in that it is often perpetrated by more than one individual, from the victim's family or wider community. It is usually directed towards young women, although this is not always the case; men have also been victims. "Honour"- based violence is not associated with particular religions or religious practice; it has been recorded across Christian, Jewish, Sikh, Hindu and Muslim communities.

"Honour" –based violence is linked to forced marriage as statistics show some of the so called-honour based crimes including killings have been linked to victims trying to escape coercion into matrimony.

Honour based violence/crime including forced marriage is in almost all cases a form of child abuse in view of the significant harm or risk of significant harm that it causes its young victims.

Under section 11 of the children Act 2004 all professionals working within government bodies are under a duty to safeguard and promote the welfare of children in carrying out their work. Any child or young person seen to be at risk of "honour" –based violence or forced marriage must report their concerns to the DSL immediately to enable swift action with safeguarding procedures. The DSL will contact Children and Families Direct and the police.

NB

Anyone can make a referral to social care children's team if they feel a child is at risk of significant harm or has disclosed they are being harmed. Further support and information can be found on the NSPCC web site. NSPCC help line 0808 800 www.nspcc.org.uk

Gender-based Violence

Breast Ironing

Breast ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. This procedure is carried out by mothers or Grandmothers. The men in the family are unaware.

This practice is seen as a protection to girls by making them seem 'child –like' for longer and reduce the likelihood of pregnancy. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1000 girls at risk. Damage caused by the 'ironing' can leave women with malformed breasts ,difficulty breast feeding or producing milk, severe chest pains, infections and abscesses, it may be related to the onset of breast cancer.

Forced Marriage

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Scottish Government

"A marriage conducted without the valid consent of both parties where duress is a factor."
A Choice by Right (June 2000)

Forced Marriage (Civil Protection) Act 2007 (England/Wales)

- Courts have power to make Forced Marriage Protection Orders.
 - Breach of an injunction would not itself be a criminal offence, but would be a contempt of court. Courts would have the full range of sanctions available to them, including imprisonment.
- Enables third parties to apply for an injunction on behalf of somebody else.

The Anti-Social Behaviour Crime and Policing Act (2014) have created two new offences of forced marriage. These new offences will come into effect on 16 June 2014. The Act also makes it a criminal offence to breach a Forced Marriage Protection Order (FMPO) to further increase protection for victims and ensure that perpetrators are properly punished.

The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

There will be a maximum penalty of seven years for committing a forced marriage offence and a maximum penalty of five years for breach of a forced marriage protection order.

Staff must report concerns regarding forced marriage to the DSL immediately to ensure safeguarding procedures can be implemented, the DSL will inform the Head Teacher, Children and Families social care and the police.

Preventative Work: Educating children about issues (PHSE)/ (SRE)

As part of developing a healthy, safer lifestyle, pupils at Take 1 are taught to recognise and manage risks in different situations and then decide how to behave appropriately (including those within the digital world).

Pupils are taught to:

- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help.
- Use assertiveness techniques to resist unhelpful pressure.

Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children's Help lines (NSPCC, Child Line) could help to provide assurance that it's okay to talk Providing NSPCC workshops in school so children learn how to stay safe.

Guidance for all Staff on Initial Physical Contact

Take 1 encourages all pupils to express their feelings appropriately and safely. However, even well intentioned, physical contact can be misconstrued by a pupil or an observer. Therefore staff should not initiate physical contact unless under a stringent set of agreed circumstances.

If a pupil is distressed to the point physical contact is needed staff should ensure this contact is age appropriate.

Information on the individual handling of pupils can be found in the pupils risk assessments.

Situations regarding physical contact must be logged and an explanation to the child and parent made stating why physical contact was necessary.

If a child complains of feeling hurt a first aider should be requested. The first aider should request consent from the parent/ carer before lifting any clothes to examine the pupil. In the case of an emergency staff should prioritise the pupil's wellbeing and lift clothes to examine an injury ensuring a witness is beside them. They should then contact parents to inform them whilst the child is recuperating. The member of staff should explain to the pupil why contact is necessary and what form the contact will take before and during the physical contact. There should be 2 staff present at all times.

Staff need to be aware of cultural and religious views about touching and be sensitive to issues of gender. If you are unsure and it is not an emergency please seek advice from SMT and or a DSL.

Guidance for this statement has been taken from: Guidance for safer working practice for those working with children and young people in education settings May 2019.

Restraint and Restrictive Intervention

Restraint may be necessary to safeguard the individual and/or others from serious injury or harm, and sometimes it will be the only realistic option, for example to prevent a child from running into a busy road.

We aim to promote a positive and proactive approach to behaviour, including de-escalation techniques appropriate to the child or young person, to minimise the likelihood of or avoid the need to use restraint.

Use of restraint is based on assessment of risk and to safeguard the individual or others. Restraint should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person.

For further details please read Take 1's behaviour policy.

Managing the Risks Associated with Social Networking and Mobile Technologies

This may consist of Cyber-bullying, sexual Exploitation / grooming and Sexting. Take 1 has a rigorous e-safety policy and procedures in place which are updated regularly and ratified by Governors.

Searching, Screening and Confiscation Guidance Update January 18

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

Cause harm

Disrupt teaching

Break school rules

Commit an offence

Cause personal injury, or damage property.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the Take 1 behaviour policy.

A member of the SLT must be alerted to any concerns regarding electronic devices. 2 members of the leadership team will search the electronic device and take the appropriate action. Staff reporting a concern of this nature must inform the behaviour lead immediately and an incident form completed. If there is a concern regarding the material on the electronic device it must be reported to the DSL by the end of the working Day. The DSL will take the appropriate action according to the material discovered by SLT.

Unexpected Child Deaths

The joint responsibilities of professionals involved with the child include:

Responding quickly to the child's death in accordance with the locally agreed procedures;

Maintaining a rapid protocol with agencies, consistent with the Kennedy principles and current investigative practice from the association of Chief Police Officers.

In the event of a death of a pupil, which is unexpected or sudden at home or in the community, that attends Take 1. We will follow the Local Authority Safeguarding boards Regulations 2006 notifying them on receipt of the news and assist providing as much information as possible on request by the Authority regarding the pupil. The school would offer support to the family of the pupil. Working Together to Safeguard Children March 2018 provides further information about the processes of the death of a child.

Further Guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guidance-for-practitioners
 - Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
 - Criminal Exploitation www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
 - Behaviour and Discipline
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
 - Attendance <https://www.gov.uk/government/publications/school-attendance>
 - Exclusions <https://www.gov.uk/government/publications/school-exclusion>
 - Bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
 - Nottingham City Safeguarding Partners (formerly NCSCB) Guidance Children Missing from Home and Care Joint Procedures
 - Sexting in Schools and Colleges
Sexting in Schools and Colleges, responding to incidents and safeguarding young people – UKCCIS (2017)
 - www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (updated August 2018)
 - Female Genital Mutilation (FGM) www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Covid-19 Addendum

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This addendum of the Take 1 Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key Contacts

Role	Name	Contact Number	Email
Head Teacher Designated Safeguarding Lead	Naomi Fearon	07931609620	naomi@take1studios.co.uk
Designated Safeguarding Lead	Steph Dalton	01159708982	steph@take1studios.co.uk
Chair of Governors	Tracy Turberfield	01159708982	governors@take1studios.co.uk
Safeguarding Governor	Denise McDonald	01159708982	governors@take1studios.co.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to

meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Leads know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Take 1 will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Naomi Fearon.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Take 1 will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Take 1 or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Take 1 will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Although the vast majority of our pupils are currently being educated remotely, Take 1 will continue to complete attendance via CLM by 11am each day.

Daily telephone calls are made to each pupil to check on their well-being and educational needs. In cases where contact has not been made with pupils or parents/carers after 3 days, a home visit will be conducted following the strict social distancing guidelines as set out by the government.

Take 1 and social workers will agree with parents/carers whether children in need should be attending school – Take 1 will then follow up on any pupil that they were expecting to attend, who does not. Take 1 will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above Take 1 will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Take 1 will notify their social worker.

Designated Safeguarding Lead

Take 1 has two Designated Safeguarding Leads.

The Designated Safeguarding Leads names are: Naomi Fearon and Steph Dalton.

The optimal scenario is to have a trained DSL available on site. Where this is not the case a trained DSL will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all Take 1 staff and volunteers have access to a trained DSL. On each day staff will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and the Head Teacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use report this concern in writing to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Head Teacher should be directed to the Chair of Governors:

Tracy Turberfield.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL who has been trained will continue to be classed as a trained DSL even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Take 1, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of Take 1's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Take 1 will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Take 1 are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Take 1 will continue to follow will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Take 1 will continue to consider and make referrals to The Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that Take 1 is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such Take 1 will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools

Take 1 will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Take 1 code of conduct.

Take 1 will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Take 1 to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

Take 1 is committed to ensuring the safety and well-being of all its Children and Young People.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact that has been made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Take 1 and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Take 1 recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at Take 1 need to be aware of this in setting expectations of pupils' work where they are at home.

Take 1 will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

Take 1 is committed to ensuring the safety and wellbeing of all its students.

Take 1 will continue to be a safe space for all children to attend and flourish.

The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Take 1 will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Take 1 will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Take 1 has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – this will be discussed immediately with Governors.

Peer on Peer Abuse

Take 1 recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where Take 1 receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

Take 1 will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support from Directors and Governors

Directors and Governors of Take 1 will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

Governors will also provide regular group and individual supervision session. This may take the form of an online meeting.