

Children and Young People Protection Policy

To: All Staff
From: Mia Wylie
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ELATT's Related documents:

Safeguarding Step by Step Guide
Referral List
Reported Procedure for Safeguarding
Safeguarding Training Materials
Confidentiality Policy
Bullying & Harassment Policy
Code of conduct
Student Handbook
Procedure for dealing with allegations of abuse against staff and volunteers
Whistleblowing Policy
Use of photographic, video recording, image recording & phone camera use statement
Health and Safety Policy
Internet and E Safety Policy
Induction documents
Complaints Policy
Recruitment, induction and training
Prevent Policy
Business Plan
Training and Development Policy and Procedure
Support and Supervision Policy and procedure
Staff Induction Policy and Procedure
Key Performance Indicators
Equality and Diversity Policy
Online IT Guidelines
IT Cyber Policy

Further Materials (legislative and procedural):

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Working Together to Safeguard Children

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Mandatory reporting of FGM guidance 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

Domestic Abuse guidance 2021

<https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

Guidance for Safer Working Practice 2022

<https://saferrecruitmentconsortium.org/>



Behaviour in Schools 2016 and 2022

<https://www.brownejacobson.com/education/training-and-resources/legal-updates/2022/07/new-guidance-on-behaviour-in-schools>

PREVENT Duty 2015

<https://www.gov.uk/government/publications/prevent-duty-guidance#:~:text=The%20Counter%2DTerrorism%20and%20Security,known%20as%20the%20Prevent%20duty>

Homelessness Reduction Act 2017

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POLICY: PURPOSE OF THE PROCEDURE

ELATT is committed to safeguarding the welfare of children and young people. ELATT works with children and young people under the age of 18 every year in a variety of ways and has developed this Children and Young people Protection Policy to support staff in putting into practice ELATT's commitment.

Everyone who comes into contact with children and young people and their families has a role to play in safeguarding them. This includes all staff and volunteers within our organisation. It is vital to recognise the role we play as an organisation in helping children, including those who are abused or it is suspected they are being abused, to achieve positive outcomes. Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children include everyone under the age of 18. 'Children' therefore means 'children and young people' throughout.

This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of ELATT.

This policy is based on, and reflects, the principles of both UK legislation and guidance and other relevant ELATT policies and procedures. The approach has been developed in such a way as to be consistent with 'Best Practice' within the field of young people protection.

The **key principles** are:

- The welfare of the young person or vulnerable adult is the paramount consideration and all staff are on alert to concerns other than child protection.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working at ELATT have a responsibility to report concerns to the appropriate officer.
- All young people regardless of age, disability, gender, racial or ethnic origin, pregnancy or maternity, marital or civil partnership, religious belief and sexual identity have a right to protection from harm or abuse.
- Some young people are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues -ELATT's staff should be extra vigilant to identify them and help them
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- Safeguarding remains a paramount importance during leasing premises, enrichment activities like trips, tours and holiday clubs as per Student Handbook, ELATT's risk assessment and Induction.

It is everyone's responsibility to promote the protection of young people. In following the policy staff are always expected to maintain a sense of proportion, apply common sense to situations and protect the young person's and vulnerable adult's welfare as priority.

It is also ELATT's duty to ensure that staff are never placed in situations where abuse might be alleged. It is not intended that the policy should restrict staff from normal ways of working, but staff always need to consider how an action or activity may be perceived as opposed to how it is intended.

If you are worried about sharing concerns about abuse with a senior colleague, you can contact social services or the police directly, or the **NSPCC Child Protection Helpline** on **0800 800 5000** (**help@nspcc.org.uk**, **Text 88858**), or **Childline** on **0800 1111**.

THE ROLE OF TRUSTEES AT ELATT

Governing bodies have a strategic leadership responsibility for ELATT. Management at ELATT will ensure that Trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in ELATT are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated. The importance that governors and proprietors properly support the DSL role has been given prominence by adding it to the main body of the guidance and includes an expectation that they should read the full DSL job description. Governors are also expected to review Safeguarding reports at least 4 times in a year.

PRINCIPLES OF GOOD PRACTICE

ELATT undertakes to:

- Treat young people with care, respect and dignity, valuing them and listening to them;
- Appoint a Designated Safeguarding Lead (DSL) for children and young people, a deputy and a lead trustee for safeguarding;
- Recognise that those working for ELATT will be perceived by young people as trusted representatives of ELATT;
- Adopt child protection and safeguarding practices through procedures and a code of conduct for staff and volunteers;
- Provide effective management for staff and volunteers through supervision, support, training and quality assurance measures;
- Recruit staff and volunteers safely, ensuring all necessary checks are made;
- Record and store information professionally and securely, and share information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, one to one discussions;
- Use our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately;
- Use our procedures to manage any allegations against staff and volunteers appropriately
- Create and maintain an anti-bullying environment and ensure that we have a policy and procedure to help us deal effectively with any bullying that does arise;
- Ensure that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance;
- Ensure communication with young people is open and clear;
- Assess the risks to young people of their activities;
- Ensure staff avoid physical contact with young people except for reasons of health and safety, or under supervision;
- Always work in an open environment, avoiding private or unobserved situations and encouraging open communication;
- Always put the welfare of each young person first;
- Maintain a safe and appropriate distance with learners (eg it is not appropriate for staff or volunteers to have an intimate relationship with a young person or a vulnerable adult);
- Be an excellent role model – this includes not smoking or drinking alcohol in the company of young people;
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse;
- Support young people who have been abused in accordance with his/her agreed child protection plan;
- Establish a safe environment in which young people can learn and develop;
- Respect child/parent/staff privacy as long as it does not compromise risk of harm;

- Induct student thoroughly on Internet Safety and remain vigilant that students are not exposed to any harm from Cyber Bullying;
- Develop and implement an effective e-safety policy and related procedures.

Children and Young People have said what they need from adults and professionals with a responsibility to safeguard them

- Vigilance: to have adults notice when things are troubling them;
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon;
- Stability: to be able to develop an on-going stable relationship of trust with those helping them;
- Respect: to be treated with the expectation that they are competent rather than not;
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response;
- Support: to be provided with support in their own right as well as a member of their family;
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

Legal framework and guideline sources

The legislation that is relevant to the protection of children is as follows:

- Children Act 1989
- United Nations Convention on the Rights of the Child 1991
- Data Protection Act 1998
- Human Rights Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Special educational needs and disability (SEND) code of practice: 0 to 25 years (2014)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2015
- London Child Protection Procedures
- CHSCB Escalation Policy
- Hackney Child Wellbeing Framework
- CHSCB Safer recruitment minimum expectations
- Every Child Matters
- Data Protection Act 2018
- Working together to safeguard children (December 2020)
- Domestic Abuse Bill - 2021
- Keeping children safe in education (Department for Education, September 2022)

Other Sources include:

- Child Protection Procedures – Safeguarding Boards (Essex, London, Hertfordshire, Suffolk & Norfolk).
- Multi Agency Public Protection Arrangements (MAPPA)
- Social Services / Child Protection Team Blue Book
- “Are they safe” document -NSPCC website <https://www.nspcc.org.uk/services-and-resources/research-and-resources/2015/are-they-safe/>
- Supporting People Quality Assessment Framework – Core Objective 3: Protection from Abuse, and associated guidelines.
- “No Secrets” (DOH) – Guidance on developing and implementing multiagency policies and procedures to protect from abuse
- Registering Authorities Multi Agency Public Protection Arrangements (MAPPA) “Duty to Co-operate”.
- “Caring for Young people” (HO) – guidance
- Supporting People Quality Assessment Framework – Core Objective 3: Protection from Abuse, and associated guidelines.

DEFINITIONS

The term **children and young person** is used throughout the Policy to refer to anyone under 18 years of age who may suffer from a learning, physical or mental disability.

The kinds of abuse and risk addressed by this policy include young people who may be vulnerable not just by virtue of their age, but also due to the risk of:

Physical abuse

Is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment (including actual or threatened physical attacks, verbal assault or neglect).

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - o bruises or cuts;
 - o burns or scalds; or
 - o bite marks.

Sexual abuse and exploitation

(including rape, other sexual assault, under-age “consensual” sex, threatened touching or inappropriate sexual remarks)

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong or may not be able to talk about their experience of abuse. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in ELATT it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. 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. A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see himself or herself as a victim of exploitation. Perpetrators of CSE can be from within or from outside a child or young person's family. If, any staff or volunteer is concerned a child is being sexually exploited follow the procedures set out in this document.

Child Criminal Exploitation

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of activity.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing

Emotional abuse and exploitation

(including any actions or comments which fail to show dignity and respect for the individual).

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a 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 developmental 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 of another. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. It may 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, though it may occur alone.

Some of the following signs may be indicators of emotional abuse:

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

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be

designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits (educateagainsthate.com)

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime.

These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery. A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Financial abuse and exploitation

(including misappropriation of the personal finances of young people using our services).

Neglect

which is a failure to properly care for the physical, social and emotional needs of the young person and to protect them from harm.

Neglect is 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 inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children) Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

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 including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

ELATT staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Research suggests that SEN children can be up to four times more likely to be abused due to additional vulnerabilities. ELATT will ensure all staff receives appropriate training and will continue to develop a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

When faced with a situation of one child or young person behaving inappropriately towards another, a decision needs to be made about whether the problem behaviour constitutes bullying or a child protection concern. This is a decision that needs to be reached by the Designated Safeguarding Lead, in consultation with the staff member responsible for the child, the staff member's manager/supervisor and, if necessary, the local authority children's social care (Call to seek advice if necessary).

Institutional abuse

where the rituals and routines mean young people have to sacrifice their lifestyle to conform with those of the institution.

Discriminatory abuse

(including that based on a young person's or vulnerable adult's race, nationality, gender, sexual orientation, disability, age, personal circumstances, eg. teenage parents, religion & social status).

Preventing Radicalisation and Extremism

By which learners may be exposed to ideas which could lead to anti-social or criminal behaviours and/or behaviours which endanger individuals and communities. It is essential that staff and volunteers are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of our organisation's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We will aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. In specific cases we might have to refer a child to Channel Keeping children safe in education. Channel is a **voluntary, confidential programme which safeguards people identified as vulnerable to being drawn into terrorism**. It is a multi-agency process, involving partners from the local authority, the police, education, health providers and others. We will be mindful of the risk of children being exposed to extremist materials via the internet. If, any staff or volunteer is concerned a child is at risk of becoming radicalised or has been, follow the procedures set out in this document. See ELATT's Prevent Policy for more details on the dangers of radicalisation and how to protect learners from exposure to these kinds of ideas.

Female Genital Mutilation (FGM)

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs by which young women are at risk of being exposed to genital mutilation either in the UK or by being sent overseas. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If, any staff or volunteer is concerned a child has experienced FGM or is at risk follow the procedures set out in this document

Please see NSPCC website <https://www.nspcc.org.uk/services-and-resources> for full details of types of abuse.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Information security and access management

ELATT's Management is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Risks associated with online space:

- Violent content
- Pornographic content
- Hateful content
- Adverts and spam
- Harassment
- Grooming
- Radicalisation
- Identity theft
- Online bullying
- Sharing nudes/semi nudes
- Harmful content
- Copyright infringement and Piracy
- Gambling
- Social networking and Gaming

Opportunities to teach safeguarding

Management and Trustees should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Relevant topics will be included within Relationships and Sex Education (for all secondary students) and Health Education (for all Sixth form students). In teaching these subjects schools must have regard to the statutory guidance, which can be found here. ELATT should play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

ELATT will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the ELATT's behaviour policy and pastoral support

system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

RESPONSIBILITY FOR THE PROCEDURE

All managers are responsible for ensuring that the Young people Protection Policy is applied
All staff are responsible for ensuring that they understand and engage with the Young Person and Policy and strive to understand how their work role fits with the overall ELATT's responsibility.

ELATT DBS Responsibilities

Contact details

Designated Safeguarding Lead (DSL)

Name: Mia Wylie

Phone: 020 7275 6753/email:

Deputy Safeguarding Lead

Name: Shafique Khan

Phone: 02072756750/ email: shafique@elatt.org.uk

Trustee lead for safeguarding

Name Kevin Flood

Phone/email: kevin@elatt.org.uk

We are committed to reviewing our policy and good practice annually.

This policy was completed on 04/04/2017 and will be reviewed on 01/09/2023

Mia Wylie (02072756750, mia@elatt.org.uk) has been nominated Safeguarding champion by the ELATT Chief Executive to have special responsibility for the Young Person and Protection Policy within ELATT. She will initiate Enhanced DBS disclosure for all staff and volunteers and be the focal point for all young people protection questions and will have responsibility to provide advice and guidance to staff who:

- During the course of their work, believe that a young person or vulnerable adult may be at risk of harm, and/ or
- Are told by a learner of a welfare issue.

REQUIREMENTS OF THE PROCEDURE

Procedure for dealing with allegations of abuse against staff and volunteers

It is extremely important that any allegations of abuse against a teacher, any other member of staff, or volunteer at ELATT is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation in accordance with ELATT's Procedure for dealing with allegations of abuse against staff and volunteers.

All concerns of poor practice or possible child abuse by staff and volunteers should be reported immediately to the Chief Executive.

Complaints about the Chief Executive should be reported to the Chair of governors who will then contact the local authority designated officer (LADO) - Details are: lado@hackney.gov.uk / 0208 356 4569

ELATT'S RESPONSIBILITIES

ELATT will follow the procedures set out in this Policy to:

- Ensure we have a designated senior person for protection who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Safeguarding Champion.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Safeguarding Champion.
- Develop effective links with relevant agencies and co-operate as required.
- Ensure all records are kept securely, separate from the main learner file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Liaison with other agencies that support the young person such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.

Ways that allegations might be made against another child/young person involved with ELATT

- A child or parent/carer might make a direct allegation against another child or young person
- A child or parent/carer might express discomfort with the behaviour of another child or young person that falls short of a specific allegation.
- Another child, member of staff or volunteer may directly observe behaviour from one child/young person towards another that gives cause for concern
- The organisation may be informed by a parent or by the police or another statutory authority that a child or young person is the subject of an investigation
- A child or young person may volunteer information to the organisation that he/she has harmed another child or is at risk of doing so, or have committed an offence against or related to a child.

If it is behaviour that could be described as child abuse and has led to the victim possibly suffering significant harm, then it must be dealt with under child protection procedures. This should include all incidents of sexual assault and all but the most minor incidents of physical abuse.

Ways that abuse might be brought to your attention

- A child might make a direct disclosure about him or herself
- A child might make a direct disclosure about another child
- A child might offer information that is worrying but not a direct disclosure
- A member of staff might be concerned about a children's appearance or behaviour or about the behaviours of a parent or carer towards a child

- A parent or carer might make a disclosure about abuse that a child is suffering or at risk of suffering
- A parent might offer information about a child that is worrying but not a direct disclosure

Talking to a child who has told you that he/she or another child is being abused

- Reassure the child that telling someone about it was the right thing to do.
- Tell him/her that you now have to do what you can to keep him/her (or the child who is the subject of the allegation) safe.
- Let the child know what you are going to do next and who else needs to know about it.
- Let the child tell his or her whole story. Don't try to investigate or quiz the child, but make sure that you are clear as to what he/she is saying.
- Ask the child what he/she would like to happen as a result of what he/she has said, but don't make or infer promises you can't keep.

Helping a child in immediate danger or in need of emergency medical attention

- If the child is in immediate danger and is with you, remain with him/her and call the police.
- If the child is elsewhere, contact the police and explain the situation to them.
- If he/she needs emergency medical attention call an ambulance and, while you are waiting for it arrive, get help from your first aider.
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child.
- You also need to contact your supervisor/manager or designated officer for children to let them know what is happening.

A decision will need to be made about who should inform the child's family and children's social care, and when they should be informed. In you have involved the police and/or the health services, they should be part of this decision. Consider the welfare of the child in you decision making as the highest priority.

Issues that will need to be taking in account are:

- The child's wishes and feelings
- The parent's right to know (unless this would place the child or someone else in danger, or would interfere with a criminal investigation)
- The impact of telling the parent
- The current assessment of the risk to the child and the source of that risk
- Any risk management plans that currently exist.

Once any immediate danger or emergency medical need has been dealt with, follow the steps in the flowchart in appendix 1

Contacting Children's Social Care

Any staff or volunteer with suspicions or if told of an incident of abuse or neglect of a child or young person, whether at home, school, at our organisation or elsewhere must report this to the designated safeguarding lead. The designated safeguarding lead may make an immediate referral to Hackney Children's Social Care (CSC), First Access and Screen Team so that risks to children can be identified at an early stage.

When referring a child to children's social care, you should consider and include any information you have on the child's development needs and their parents'/carers' ability to respond to these needs within the context of their wider family and environment (See Appendix 2 for referral form).

Anyone, not just the designated safeguarding lead, can make a referral to children's social care if they have a concern about a child. If there is a disagreement on whether or not a referral should be made it should be discussed with senior managers but this must not result in a delay. Hackney Children's Social

Care can also be contact after 5 pm and on weekends via the Out of Hours Service (See contact details below). The designated safeguarding lead can also seek advice from FAST without providing the names of the child/family involved.

If you have a concern about a child, please call:

- Hackney CSC First Access and Screening Team (FAST): 020 8356 4844/5500
- If you need to send to a secure email address please send to: fast@hackney.gov.uk.cjsm.net or fast@hackney.gcsx.gov.uk
- Hackney CSC Out of Hours: 020 8356 2710

Sometimes concerns about a child may not be about abuse. Staff and volunteers may be concerned that a child or family need some help in making sure all of a child's needs are met or to address a particular problem. Therefore, it is vital that all staff and volunteers are aware of the need to provide support as soon as a problem emerges, at any time in a child's life from foundation years through to the teenage years.

The following steps should be taken if you think that a child or young person might benefit from early help service.

- Record the indicators that suggest that the child or young person might benefit from early help provision.
- Discuss your concerns with you manager and/or the designated safeguarding lead.
- Once there is agreement from all involved in the discussion, make arrangements to discussion this as a possibility with the most appropriate person in the family. Sometimes this may involve several discussions.
- Make a brief record of your conversations and discuss them with your manager so that a way forward can be planned.

Case recording and recording concerns

Good case recording is the cornerstone of good practice and is an intrinsic part of the service provided to children and young people and their carers. Case recording must be open, honest and a true reflection of the work progressed with children and families. Good case recording ensures that there is a documented account of our involvement with children, young people and their carers. It assists continuity when workers are unavailable or change and provides an essential tool for our managers to monitor work. It becomes a major source of evidence for investigations and enquiries. When recording, staff and volunteers must remember to establish fact from opinion and remember that as an organisation we operate a policy whereby children, young people and their carers can request to access their records.

If there are concerns about the welfare or safety of a child or young person or concerns about the behaviour of an employee or volunteer (e.g. if they hurt a child, breach the code of conduct or do something considered to be poor practice) it is important to record all relevant details, regardless of whether or not the concerns are shared with either the police or children's social care. Staff and volunteers must record any observations they may have or suspicions using the forms in Appendix 3 and 4. It is the responsibility of all staff and volunteers to keep proper records and recording must be done as soon as possible after the incident. An accurate record should be kept of:

- Date and time of the incident/disclosure
- Parties who were involved, including any witnesses to an event
- What was said or done by whom
- Any action taken by the organisation to look into the matter
- Any further action taken
- Where relevant, the reasons why a decision was taken not to refer those concerns to a statutory agency

- Any interpretation/inference drawn from what was observed, said or alleged should be clearly recorded as such
- Name of the person reporting on the concern, name and designation of the person to whom the concern was reported, date and time and their contact details
- The record should be signed.

Storing confidential records

All confidential (and non-confidential) information should be stored securely to prevent it being lost or damaged. If it is stored on computers these files will be password protected and if in hard copies in a lockable filing cabinet. As a matter of good practice files on child protection concerns will be kept separately from the child's normal file. Access to confidential information should be strictly controlled, with only authorised people allowed to see it. Only the DSL, manager and others who need to know will have access to confidential and safeguarding information about children and young people who access our service.

Information Sharing

Staff and volunteers may find themselves wishing to or being asked to share information of a confidential nature about children and families using the service. This may be because:

- The staff member/volunteer is of the view that someone in the family may benefit from additional support
- Someone from another agency has been in touch and wishes to know something about the family's involvement with our service.
- Someone in the family has asked to be referred for further help
- The staff member/volunteer is concerned that a child may be at risk of significant harm, or an adult in the family may be at risk of serious harm, or there is a serious crime that may have been committed or about to be committed involving someone in the family.

In cases where children disclose abuse, the decision to share information is clear. If it is thought that a crime has been committed and/or a child is at immediate risk, the police should be notified without delay. The sharing of information in such circumstance must be done in a timely and effective manner as this can reduce the risk of harm. It is important for staff and volunteers within the organisation to remember that it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. In some situations decisions about what information to share, and when, will be more difficult to judge. If at any stage staff or volunteers are unsure about how or when to share information, you should seek advice from the DSL, senior manager/trustee and ensure that the outcome of the discussion is recorded. **All information sharing decisions and reasons must be recorded.**

Behaviour code for adults working with children

ELATT is a child friendly service provider and recognises that all staff have a responsibility to maintain the best interest of children. Staff and volunteers within this organisation must adopt high standards of personal conduct in order to maintain the confidence and respect of those with whom we work with. Staff and volunteers must remember that they are acting in a position of trust, may be seen as role models by children and young people and must therefore act in an appropriate manner at all times. This includes even outside of the setting. Staff and volunteers must also be aware that in certain situations those with whom they share a household, or others in their personal lives, may impact on their work with children.

When working with children and young people, it is important to (this is not an exhaustive list):

- Operate within ELATT's principles and guidance
- Follow our safeguarding policy and procedures
- Challenge unacceptable behaviour and report all allegations/suspensions of abuse
- Respect a young person's right to personal privacy
- Provide examples of good conduct you wish children to follow

- Listen to and respect children at all times
- Avoid favouritism
- Value children's contribution seriously, actively involving children in planning activities where possible
- Ensure that where possible, there is more than one adult present during activities with children, if this is not possible you are within sight or hearing of other adults
- Recognise that special caution is required when you are discussing sensitive issues with children

All members of staff are expected to report any breaches to (name of person or name of role that breaches should be reported to) under the whistle –blowing procedure or if necessary, under child protection/safeguarding procedures. Breaching the code of behaviour may result in the staff or volunteer being subject to disciplinary procedures and if the person is from another agency it may result in them being asked to leave and the issue reported to their employer. Serious breaches may also result in a referral being made to a statutory agency e.g. police or children's social care.

Contact outside of the workplace

It is acknowledged that staff may have genuine friendships and social contact with parents of children you work with, independent of the professional relationship. Staff and volunteers should, however, also be aware that those working in organisations who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff and volunteers should recognise that some types of social contact with children or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a child or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff or volunteer should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff or volunteer member's own family.

Some staff or volunteer may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff or volunteer or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

Allegations against staff

In spite of robust safer recruitment procedures being employed ELATT recognises that there might be occasions when allegations of abuse against children are raised.

These procedures should be applied when there is an allegation or concern that any staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Allegations may also relate to staff and volunteers in their personal lives

If the allegation is made by a child or family member to a member of staff, or a staff member observes concerning behavior by a colleague at first hand, this should be reported immediately to the Designated Safeguarding Lead. If a staff member has received an allegation or observed something of concern about their manager, the staff member should report the allegation or concern to the person more senior to their manager. If the person who is the subject of the concern is a Designated Safeguarding Lead for children, the matter should be reported to the designated officer's manager.

Once any immediate danger or emergency medical need has been dealt with, the following steps should be taken:

The Designated Safeguarding Lead will inform the Designated Officer (DO) in the Local Authority (formerly known as the LADO) within one working day when an allegation is made and prior to any further investigation taking place.

Hackney Children's Social Care
Designated Officer,
Telephone: 020 8356 4569
Email:

The Designated Officer will advise the Designated Safeguarding Lead whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the Designated Safeguarding Lead should inform the parent/s. In some circumstances, however, the parent/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

There may be occasions where the local authority designated officer receives an allegation about a member of staff or volunteer from another source. If this occurs, then the first information received by ELATT may be when the local authority or police make contact in order to explain the situation.

The designated safeguarding office will work with the local authority by sharing information about the nature of the concern and fully participate in any strategy meeting or other further discussions being held.

The parent/s and the child, if sufficiently mature, should be helped to understand the processes involved and be kept informed about the progress of the case and of the outcome where there is no criminal prosecution. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in, a hearing.

The Designated Safeguarding Lead will seek advice from the Designated Officer, the police and / or LA children's social care about how much information should be disclosed to the accused staff or volunteer.

Our organisation, together with children's social care and / or police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. The designated safeguarding lead will continue to liaise with these agencies to ensure that the child's needs are addressed. All those within the organisation (designated safeguarding lead or senior manager) dealing with the allegation must keep clear notes of the allegations made, how they were followed up, and any actions and decisions taken, together with the reasons for these.

These notes should be kept compiled gradually as the situation unfolds, with each entry being made as soon as possible after the event it describes. The notes should be signed and dated by the person making them, and the person's name should be printed alongside. The notes should be kept confidentially on the file of the person who is the subject of the allegation. Discussion should take place with the designated officer to determine whether any aspects of the notes may not be shared with the person concerned. If there are no reasons not to do so, a copy of the records should be given to the individual.

The notes should be held on file at least until the person reaches normal retirement age or for 10 years if longer.

Safer recruitment

ELATT recognises that those who intended on harming children will seek out positions that will enable them to do this. Therefore, we understand the importance of safer recruitment and will endeavour to apply the highest safer recruitment standards, as it is our duty to keep children safe. We are committed to equality, valuing diversity and working inclusively across all our activities. We aim to have a workforce that represents a variety of backgrounds and cultures and can provide the relevant knowledge, abilities and skills for our organisation. In all recruitment interviews interviewees will be asked question that will shed light on their motivation for wanting to work with children and young people.

In ELATT's safer recruitment approach we use the City and Hackney Safeguarding Children Board's Safer Recruitment- Minimum Standards, so as a minimum we will aim to:

1. Have a recruitment and selection policy in place that includes explicit reference to safeguarding children
2. Include a generic statement within every job description attached to a job involving contact or work with children or adults with children that outlines the organisational expectation of the post-holder – e.g: "All staff have a responsibility to safeguard and promote the welfare of children and adults. The post holder will undertake the appropriate level of training and is responsible for ensuring that they understand and work within the safeguarding policies of the organisation"
3. Include a definition within each job description of the nature of safeguarding supervision a post-holder will receive
4. Require a new DBS check at enhanced level for every new member of staff who works directly with, or has regular contact with, children and young people, based on levels of contact
5. Conduct repeat checks every 3 years on every member of staff who works directly with, or has regular contact with, children and young people – either by means of the DBS Update Service or otherwise
6. Take up a minimum of two references, one of which must be from the most recent employer, subject to the requirements of our [Employee Reference Policy](#)
7. Ensure that every manager receives and can evidence that they have received safe recruitment training and refreshes this whenever the law in this context changes.

We will also check qualifications, identify the reasons for gaps in employment and confirm the person has a right to work in the UK.

Recruitment and disclosure

New appointments

As part of all ELATT recruitment and selection process, offers of employment to positions will be subject to DBS certificate clearance and City & Hackney Safeguarding Children Board's minimum expectations.

Current staff

All ELATT staff engaged will be required to complete an ELATT Enhanced Child Protection Personal Disclosure Form. Staff who disclose that they have been convicted of any offence relating to children, young people or ; and/ or subject to any disciplinary action or sanction relating to children, will not be permitted to work at ELATT.

A disclosure from the DBS will be required before any role at ELATT may be undertaken.

Recruitment of service users and former service users: Professional boundaries

Situations may arise where senior managers identify development opportunities for services users or former service users, especially young people, whether it be as a staff member or volunteer. Whilst not

wanting to prevent such opportunities, we recognise this may present a number of challenges, as service users and former service users may have existing relationships/friendships with current service users.

It is important that those responsible for recruitment (senior managers and trustees) are aware of these issues. Before the person is offered the job they should declare the nature of their relationships with current service users. This should also be encouraged for all staff and volunteers in other situations e.g. at any time during their employment and not only at the recruitment stage. Every situation should be judge on its own merit and decisions should be recorded by the senior manager e.g. the challenges this may present and how this will be managed within the organisation. This should extend to online relationships with current service users. Consideration should also be given to:

- How current service users may feel about the member of staff/volunteer having access to their records and intimate knowledge about them
- The power imbalance this may create and the potential for power to be abused
- How the professional relationship can be misconstrued by the service user and worker
- The challenges former intimate relationships may create a difficult working relationship between the worker and service users.

This is obviously not excluded to new recruits and should always be explored with staff and volunteers. It is important that the person being recruited has a full understanding of the role, the needs of service users, and the necessary interpersonal, values and communication skills to do the job effectively. Staff and volunteers must recognise that professional boundaries must be maintained at all times and they must adhere to the code of conduct. Any issue concerning professional boundaries must be reported to a senior manager.

Senior managers must consider if there's a breach in the code of conduct and outline what disciplinary measures should be taken. It should also be considered that it is a serious breach reporting it to the statutory services will be necessary e.g. police or children's social care.

Risk assessments

At ELATT we take the safety of children and young people seriously. It is our duty to ensure that whilst using our service they are kept safe, especially if we take them on trips. Before children and young people are taken on trips the member of staff leading on this must undertake a specific assessment of the significant risks (See Appendix 5 for risk assessment form). This would include assessment of any risks to employees, children or others during the trip, and the measures that should be taken to minimise these risks. In all circumstances, those organising trips and outings should pay careful attention to ensuring there is a safe staff/child ratio and suitable gender mix of staff. We appropriate children and young people should be involved in risk assessments, as it teaches them about risk and encourages them to stick to the rules set to keep them safe.

During trips members of staff and volunteers must remember that they are in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

ELATT will maintain a list of this equipment, when it was last checked and when the next check is due. The session leader must keep all paperwork relating to the checks that have been carried out using the risk assessment form.

Low-level concerns

ELATT's Management and Trustees should ensure promoting an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

- Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:
- enable ELATT to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and

- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

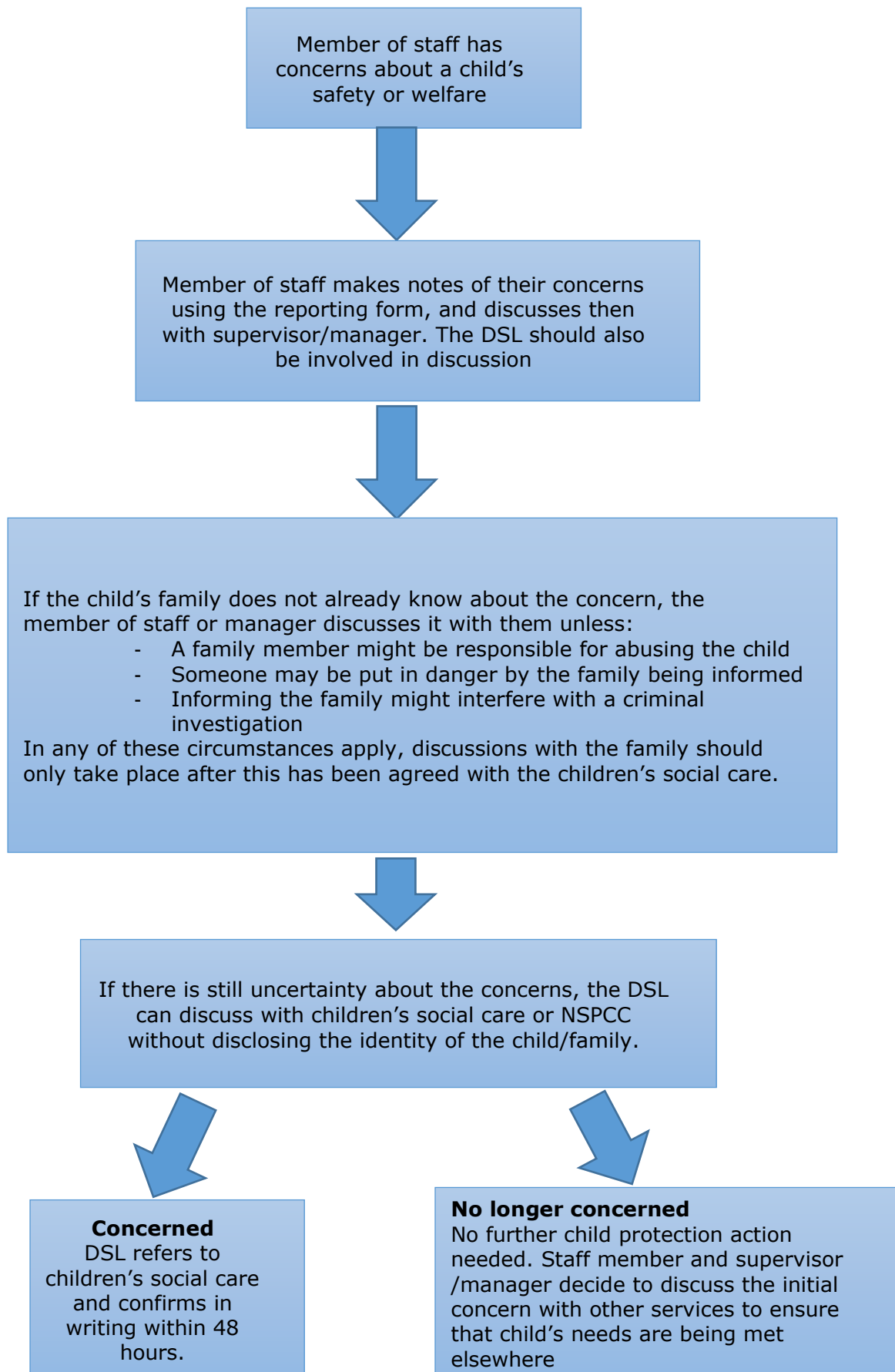
- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to ELATT policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or • humiliating children.

Escalation to Board level

When staff consider that the nature of the potential safeguarding incident is important enough, the Chief Executive will notify the Chair of the Board. The Chair of the Board will then ask the Safeguarding Committee to take oversight of the incident, supported by the relevant staff, and the Committee will report back to the Chair.

Approved by the Board of Trustees' Safeguarding Committee, 23 January 2024.

Appendix 1 - Procedure



Appendix 2

Agency referral to Hackney Children’s Social Care

PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES. WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION THIS MUST BE FOLLOWED UP WITHIN 48 HOURS BY A COMPLETED REFERRAL FORM UNLESS AGREED OTHERWISE.

Name and contact details of person making the referral			
Name:			
Name of agency/organisation:			
Address:			
Telephone Number:		Fax Number:	
Email Address:			
Date written referral is being made:			
Date telephone referral made (if applicable) and to whom:			
Relationship of person making the referral to the child/family:			

NAME(S) and DATE(S) OF BIRTH of the child(ren) being referred (please list here all children in the family):				
Child(ren)’s preferred language if not English speaking:				
Ethnic origin and Nationality if known:				
Details of wider social and professional network (e.g. significant family / friends, GP, health visitor, schools, professionals working with members of the household)				
Name	Role/ Relationship	Address	Telephone number	Email

Name of parent(s)/carer(s) with whom child(ren) live(s):				
Parent(s)/Carer(s) preferred language if not English speaking:				
Address:				
Telephone number(s):				
Any other relevant family details:				

Why is a referral being made? What are the concerns? (Please be as specific as possible, giving dates, examples of incidents etc):	
Is the referral for information only?	
Is there evidence that any children in the family are being subject to significant harm?	
If 'YES' please specify:	
Actions taken by referring agency/involvement with the family:	
Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment document has been completed please attach a copy to this referral.	
What outcomes are anticipated by the referral?	
Does the person with parental responsibility know that a referral to Children's Social Care has been made?	
If 'No' please explain why:	
If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?	

Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?

Please e-mail this form to cscreferrals@hackney.gov.uk for the attention of the Referral Manager. If you need to send it to a secure email address please send to cscreferrals@hackney.gov.uk.cjism.net or to cscreferrals@hackney.gcsx.gov.uk

If you have difficulties sending this by email please fax it to 020 8356 5516/7.

Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on **020 8356 5500**.

If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.

Please ensure that you have sent a copy of this referral to the safeguarding children lead for your agency.

Appendix 4

Cause for Concern Form:

Name of child:	Date of incident:
Class and year:	Time of incident:
Location of incident:	Date of record:
Name of person reporting:	Time of record:
Concern/Incident – Describe your concern using clear, straightforward language:	

Opinion: How does this fit with what you know about the child?

Risk Assessment – (Appendix 5)

1. All educational visits
2. Travel on educational visits

Activity being assessed:
Assessments completed by:
Date:
Reviewed:
Location:

ALL EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS CONTROLLING HAZARDS	RESIDUAL RISK RATING (low, medium, high)
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly.	Weather due to be mild with a chance of light rain. Students to be dressed for interviews	
Pupil lost or	Injury,	Pupils.	• Ensure	Plan	

separated from group, inadequate supervision,.	death.		<p>supervising staff competent and understand their roles.</p> <ul style="list-style-type: none"> • Sufficient supervision • Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). • Discuss itinerary and arrangements with pupils. • Briefing to all on what to do if separated from group. • Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	<p>supervision before visit and brief staff and pupils.</p> <p>Briefing between both supervisors made on</p> <p>Students to be briefed Monday @ 9am. Mobile numbers to be taken of all learners.</p>	
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> • 1st aid cover accessible and appropriate • Leaders know how to call 	<p>Check first aid certificates current. Medication brought by pupils.</p> <p>First Aid kit to</p>	

			<p>emergency services.</p> <ul style="list-style-type: none"> • Pupils and parents are reminded to bring individual medication and this is securely kept. • First aid and travel sickness equipment carried. • Mobile phones carried if available. • Emergency contacts arranged 	be taken.	
Safeguarding	Unknown people approaching	Pupils	<ul style="list-style-type: none"> • Ensure Teachers and trip supervisors are vigilant and react immediately 	Pupils briefed before the trips starts	
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENCO if appropriate • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Students being escorted by SEN lead	
Indirect/remote supervision (includes field work,	Injury, death.	Pupils	<ul style="list-style-type: none"> • Check location as suitable for this mode 	N/A	

souvenir shopping, theme parks, historic sites, etc)			<p>of supervision</p> <ul style="list-style-type: none"> • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised) • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible • Parents informed and consent given. 		
Leader's own children.	Injury or death.	Pupils, other children,	If staff (teachers or volunteers')	N/A	

		staff.	families join group, pupil supervision must not be compromised. <ul style="list-style-type: none"> Staff children are similar age to group and supervised with pupils or separate supervision arranged. 		
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HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> Coach from a reputable supplier. DCC approved supplier Coaches have seat belts that staff ensure are used. Buses without seatbelts are avoided if possible and never used on high speed roads. Sufficient supervision Suitable embarkation points used (for example, coach park, onto wide pavement). Close supervision and head counts during 		

			any breaks in journey and getting on and off coach.		
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • All use in compliance with DCC driving at work policy • Seatbelts worn at all times. • Specific permission obtained from parents. 	NA	
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • All use in compliance with DCC 'Notes and Guidance on the Use of Minibuses' and legal requirements • Care always taken in parking in suitable place for disembarkation. • Close supervision and head counts during any breaks in journey and getting in and out of bus. 	NA	
Service station and other breaks in journey	Injury, death, left behind/separated from group.	Pupils	<ul style="list-style-type: none"> • Brief pupils on: <ul style="list-style-type: none"> ♦ purpose and timings of stop. ♦ how and where to contact staff. • Remain in pairs or threes (buddy system – each responsible for named other) 	NA	

			<ul style="list-style-type: none"> • Remind about moving traffic (driving on right abroad). • Careful head count before departure. 		
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils	<ul style="list-style-type: none"> • Close supervision on vehicle deck. • 'Rules' established and pupils briefed, especially about open deck area. • Remain in pairs or threes (buddy system – each responsible for named other). • Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck). • Careful head count before disembarkation. • Planned procedure for missing pupils – for example, member of staff to leave as foot passenger. 	NA	
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads wherever possible. • Supervision on pavements, roads and 	Planning. Walking distances at a minimum, however students should be allocated group monitors while	

			<p>especially crossing of any fast roads is pre-planned.</p> <ul style="list-style-type: none"> • Pupils are briefed about hazards and behaviour required. 	walking	
Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Journey is planned and assessed – key risk points identified. • Careful supervision, particularly in crowded areas and entry, exit and change points with head counts. • Large groups divided into small groups each with leader(s). • Pupils know their group and leader(s). • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	Planned	

Trip Supervisor: _____

Date:

Contact Details: - telephone

Additional chaperone: _____

Date:

Contact Details: - telephone