

Safeguarding and Child Protection Policy



Head of School	Tracey-Anne Manning
Designated Safeguarding Lead	Ann-Marie Allen
Deputy Safeguarding Lead(s)	Iyata Reid
Review Cycle	Annual
Date shared with staff	March 2025
Review Date	March 2026
Legal Framework	Children Act 1989 (as amended 2004 Section 52) Children Act 2004 Children Schools and Families Act 2010 Education Act 2002 s175/s157 The Teachers Standards' 2012 The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty) Equality Act 2010
Statutory Guidance	Keeping Children Safe in Education statutory guidance for schools and colleges (September 2024) Working Together to Safeguard Children (December 2023) Children who run away or go missing from home/care (Jan 2014)
Department of Education and Local Advice and Guidance	What to do if you're worried a child is being abused (March 2015) Information Sharing – Advice for practitioners Providing safeguarding services to children, young people, parents and carers (July 2018)

Contents

Greenwich Children Services Useful Contact and Telephone Numbers.....	4
According to the KCSIE September 2024 Guidance:.....	4
1.0 Rationale:.....	5
2.0 Roles and Responsibilities:.....	6
3.0 CHILD PROTECTION:.....	9
3.1 Recognising abuse To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect and exploitation.	10
3.2 Indicators of abuse and what you might see.....	12
3.3 Taking action.....	13
3.4 If you suspect a child is at risk of harm.....	13
3.5 If a child discloses information to you.....	14
3.6 Notifying parents.....	15
3.7 Referral to Children’s Social Care.....	15
3.8 Confidentiality, Records keeping and information sharing.....	17
3.9 Team Around the Family (TAF) Early help and Family Thrive.....	18
3.10 Reporting directly to child protection agencies.....	19
3.11 Female genital mutilation (FGM).....	22
3.12 Forced Marriage/Honour Based Abuse.....	24
3.13 Domestic Violence (DV).....	25
3.13.1 Children and young people witnessing domestic abuse.....	26
3.13.2 Teenagers experiencing domestic abuse.....	26
3.13.3 Operation Encompass.....	27
3.14 Child sexual exploitation (CSE).....	27
3.15 Child Criminal Exploitation (CCE).....	29
3.16 County Lines:.....	29
3.17 Organised exploitation and trafficking:.....	30
3.18 “Child on Child abuse” including ‘sexting’ and children displaying Harmful Sexual Behaviours:..	31
3.19 Preventing Radicalisation:.....	33
4.0 Safer Working Practice:.....	34
4.1 Safer Recruitment:.....	35
4.2 Employees: Advertising / Shortlisting / Interviews:.....	35
4.3 Offer of appointment.....	37
4.4 Additional checks on individuals who have lived or worked outside the UK:.....	37
4.5 Single Central Record (SCR).....	38
4.6 Visiting Professionals/Agency Workers/Third Party Staff.....	38

4.7 Trainee/Student Teachers.....	39
4.8 Regulated Activity	39
4.9 Volunteers E.g. Parents/Carers	40
4.10 Contractors	40
4.11 General Visitors to the School	41
5.0 Staff Conduct.....	41
5.1 Training	41
5.2 Safer Working Practice.....	42
5.3 Managing Allegations Against Staff	42
5.4 Whistleblowing	43
6.0 The Role of the local authority.....	43
6.1 Health and Safety.....	44
6.2 Attendance.....	44
6.3 E-Safety and Digital Safeguarding	44
6.4 Filtering and Monitoring Systems	44
6.5 Anti-Bullying Policy	45
6.6 School Visits	45
6.7 Looked After Children	46
6.8 Children Missing/Absent from Education.....	46
6.9 Children with Special Educational Needs and Disabilities	47
6.10 Fabricated Induced Illness	48
6.11 Private Fostering	48
6.12 Separated Parents.....	49
6.13 Photography and Images	50
6.14 Commissioned Extended School Provision and Lettings	51
6.15 Mental Health/Self-Harm.....	51
6.16 Faith Based Abuse.....	51
6.17 Exclusion	51
6.18 Searching Screening and Confiscation	51
6.19 Serious Youth Violence and Knife Crime.....	51
6.20 Contextual Safeguarding.....	51
Safeguarding Policy Adapted	55
Reporting a Concern Form.....	56
Body Map.....	59
Related Legislation and Key Documents.....	59
Related Legislation and Key Documents.....	60

Greenwich Children Services Useful Contact and Telephone Numbers

According to the KCSIE September 2024 Guidance:

The term “**must**” and “**should**” is used throughout the guidance. The term “**Must**” is used when the person in question is legally required to do something and “**should**” when the advice set out should be followed unless there is good reason not to.

At Y.O.U.R Beauty School (YBS), our primary responsibility is the care, welfare and safety of all students in our charge. We are committed to keeping students safe by adopting the highest possible standards and taking any reasonable steps to protect students from harm. We are committed to providing all the relevant help and support in order to meet the needs of all the students as soon as any problems emerge. We will protect our students from any form of maltreatment, whether this is within or outside of their home, this includes online, preventing impairment of children's mental and physical health or development and ensuring that children grow up in circumstances that is consistent with the provision of safe and effective care (Working together to safeguard Children 2024).

YBS recognises the responsibilities of all staff in the setting to safeguard children, we encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. All staff, including volunteers and students and service providers, have an active part protecting children from harm, staff are advised to maintain an attitude of ‘**it could happen here**’ as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

At YBS we encourage a culture in which all of our staff believe safeguarding to be of the highest importance and to understand that to be vigilant is critical. At YBS we want all our staff to feel very confident to discuss their concerns with the designated staff and to be able to have the clearest lines of protocol in place for how to do this.

At YBS we do recognise that ‘adultification bias is a form of racial prejudice where the children of minority groups, typically black children, are treated by adults as a lot more mature than they actually are. Some actions committed by these children that would be deemed normal for child development are more likely to be treated by adults as an opportunity for discipline. Children are then seen to be having malicious intentions. One very clear example of this bias in action is when a black child is assumed to be much older than their actual age. These kinds of perceptions could perpetuate the maturity of black children. These assumptions made by adults can therefore lead to these students experiencing harm and can lead to black children not receiving the appropriate safeguarding responses that are needed.

This can send a clear message in terms of worth and value to children as to who is and not perceived as worthy of support. This can have a major impact on how Black children view

themselves and what they then identify and understand to be harmful. This behaviour normalises harm and feeds into the narrative that Black children can withstand any form of abuse.

YBS has signed our neighbouring Borough Lewisham's pledge to tackle race inequalities in school. We as a school pledge to take actions that will address access and opportunity for all our students by highlighting inequalities and increasing awareness.

We at YBS commit to:

- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic students
- Reduce exclusions of Black Caribbean heritage pupils of all ages.
- All Heads of school and staff must take a whole school approach to tackling race inequality
- Transparent reporting and sharing of borough-wide data trends
- We must work together in new ways and share good practice to tackle race inequality in our school culture and curriculum.
- We must actively develop high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents.

We must improve Black representation in our school leadership.

At YBS we explicitly teach students about safeguarding themselves in and outside of school, including online, through a broad and balanced range of activities such as mentoring sessions, daily diaries, PSHE, one to ones and workshops. We establish and maintain a culture in which children feel secure, are encouraged to talk, and are listened to.

This Safeguarding Policy applies to **all** staff and volunteers working at YBS.

1.0 Rationale:

This policy has been developed in accordance with the principles established by the Children Act, 1989, the Education Act, 2002 and the statutory guidance: Keeping Children Safe in Education, (KSCIE) September 2024.

At YBS we believe that safeguarding and promoting the welfare of children is of paramount importance, all children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, first language or ethnicity, health or disability, political or immigration status have equal rights to protection allowing them the opportunity to achieve their full potential.

All of our staff accept their fundamental responsibility to keep our students safe, promoting the students social, physical, emotional, and moral development. All staff at YBS are trained to identify any signs of abuse and exploitation, and work to identify, assess and support

those students who are suffering harm. Our staff will help to equip our students with the appropriate skills needed to always keep them safe.

All staff have a fundamental responsibility to keep students safe and identify students who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.

There are three main elements to the child protection and safeguarding policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

PROTECTION by following agreed procedures for identifying, monitoring, and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.

SUPPORT to victims of abuse and to staff in identifying signs and symptoms of abuse.

Aims:

- To provide a caring environment in which children and young people feel safe, secure, valued, and respected.
- To instil confidence so that students can trust adults and know how to approach staff if they are in difficulty.
- To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children through identification and prompt reporting of all possible cases of abuse.
- To ensure that rigorous systems of identification, reporting and monitoring are in place to protect all children from harm.
- To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
- To ensure that all adults have appropriate checks and relevant safeguarding training completed before working with children.

2.0 Roles and Responsibilities:

All YBS staff working with students have a responsibility to protect children. At YBS, there are, however, key people within the school who have specific responsibilities.

Designated Safeguarding Leads	Deputy Designated Safeguarding Leads
--------------------------------------	---

<p>To attend safeguarding Level 3 refresher training every two years. (Minimum requirement).</p> <p>To access refresher Child Protection training every year.</p> <p>Deliver annual staff Safeguarding training according to the needs of the team and/or in response to current practices.</p> <p>Liaise with class teachers, learning mentors and other relevant staff to provide support for the child in school.</p> <p>Liaise with agencies that support the child such as social care, Child, and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service.</p> <p>Support or lead ‘team around the family’ (TAF) meetings and attend case conference reviews/ core group meetings.</p> <p>Ensure the child protection policy is reviewed, updated, and enforced every year.</p> <p>To meet weekly/biweekly with the Deputy/Assistant Heads to discuss ongoing CP concerns.</p> <p>To meet half-termly to discuss safeguarding.</p> <p>Ensure that relevant paperwork is copied and filed before being transferred to a student’s new school.</p> <p>Promote educational outcomes by sharing about welfare, safeguarding and child protection issues information regarding vulnerable children with teachers and leadership staff.</p>	<p>To attend safeguarding Level 3 refresher training every two years.</p> <p>To access refresher Child Protection training every year.</p> <p>During initial meeting with new students – make parents aware of safeguarding policy.</p> <p>Monitor children on CP register and all ‘live’ concerns.</p> <p>Receive current information for children on CP register weekly.</p> <p>Lead/ attend TAF meetings as necessary.</p> <p>To maintain good relations with the school community to ensure effective support and access to support.</p>
---	--

The DSL will be responsible when a school places a pupil with an alternative provision provider. They will remain accountable for the safeguarding of that pupil and must ensure that the provider meets the pupils needs.	
--	--

All staff have a responsibility for Safeguarding no matter what their role,

The school will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated, however deputy leads will be trained to the same level.

The Head of School must:

- Ensure that all policies and procedures are fully implemented and followed by the staff.
- Work towards establishing and maintaining a culture in school where all staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children. These concerns will be treated sensitively and proactively in line with the school's Whistle-blowing policy.
- Ensure that all relevant training for all staff is up-to-date and reviewed annually.
- Ensure that all staff have received 'Section 1' and 'Annexe A' of Keeping Children Safe in Education and have signed to acknowledge they have read and understood its contents.
- **Ann-Marie Allen** is the primary Designated Lead (DSL) for safeguarding at YBS (Your Beauty School) with **Iyata Reid** who is the Deputy safeguarding lead. All concerns must be given in writing ASAP to the DSL and in her absence this should be given to the deputy safeguarding Lead.

The Designated Safeguarding Lead (DSL) must:

- Have received the appropriate official training, which will be undertaken every two years, and obtain access to resources and attend any relevant or refresher training courses.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, including new and part time staff. The DSL should ensure the school's policies are known and used appropriately.
- Ensure the Safeguarding policy is available publicly and parents know referrals about suspected abuse or neglect and exploitation may be made and the role and responsibility the school has in this.

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
- Be able to keep detailed, accurate and secure written records of all concerns and referrals.
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
- Encourage a culture of listening to children among all staff.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
- Refer all cases of suspected or alleged abuse or harm by a member of the school staff, colleague or volunteer known to work with children to the local authority children's social care and the LA Designated Officer (LADO)
- Ensure the school's Safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- When students leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main student file.
- Ensure that safeguarding issues are regularly discussed at SLT and staff meetings.
- Promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

3.0 CHILD PROTECTION:

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection, and justice.

We recognise that some children are the victims of neglect and/or physical, sexual, Domestic, child sexual exploitation, or emotional abuse. Staff at school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need.

All child protection concerns, and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as student

health and safety, bullying/cyber-bullying, and appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's/students physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities

The responsibility for child/student safeguarding falls on everybody who is employed at YBS. All adults who work at YBS are expected to support the Child Protection and Safeguarding Policy, with overall responsibility falling on the Head of School. All staff, including volunteers have a statutory obligation to report to the DSL if there is suspicion of abuse/neglect and exploitation of a child/student or if a child/student discloses abuse or allegations of abuse.

3.1 Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect and exploitation.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Exploitation, another serious form of maltreatment involves taking advantage of a child for personal gain, which can include forcing them into labour, engaging them in illegal activities, or subjecting them to sexual abuse. Each of these forms of maltreatment can have devastating effects on a child's physical, emotional, and psychological health.

There are different types of abuse: physical abuse, emotional abuse, sexual abuse, Domestic abuse, Child sexual abuse, and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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. It may involve serious bullying, 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

Sexual abuse involves forcing or enticing a child person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

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 mental and/or physical health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate caretakers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[\(Definitions taken from Working Together to Safeguard Children\)](#)

Exploitation

Child exploitation encompasses various forms of abuse and maltreatment, including sexual exploitation, forced labour, trafficking, and the use of children in illicit activities such as drug trafficking (County Lines). It also involves the manipulation or coercion of children into performing activities that are harmful to their physical, mental, or emotional development.

Child sexual exploitation

Child sexual exploitation is a type of sexual abuse. The young person might be coerced or groomed into exploitative situations and relationships. They may be given things such as drugs, money, gifts, alcohol, status or affection in exchange for taking part in sexual activities. The young person may be tricked into believing that they are in a consensual and loving relationship. Often, they will trust the abuser and do not really understand they are

being abused. They may depend solely on their abuser and become too scared to tell anyone what is happening to them. They may also be invited to parties where they are given drugs and alcohol before being sexually exploited. The young person may also be groomed and exploited to engage in such practices online.

Domestic abuse

Domestic abuse is any type of coercive, controlling, threatening behaviour, violence or abuse between who are or who have been in a relationship, regardless of their gender or their sexuality. This can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse. Children can be directly involved in incidents and domestic abuse, or they may be harmed by seeing or hearing abuse happening. Children and young people in homes where there is domestic abuse will also be at risk of other types of abuse or neglect. It can be very difficult to tell if domestic abuse is happening because abusers can act very differently when other people are around.

[\(Definitions taken from Working Together to Safeguard Children\)](#)

Bullying and Cyberbullying

YBS is committed to providing an environment that is safe, welcoming, and free from bullying for all, children, and staff. Bullying of any form is unacceptable, whether the offender is a child or an adult. Bullying can happen anywhere at school, at home or online. When bullying happens online it can involve social networks, games, games, and mobile devices. Online bullying is known as cyberbullying. It can be hard to know whether a child or young person is being bullied. They might not tell anyone because they are scared that the bullying may get worse, they might also think that it's their fault. Cyber bullying may include sending threats or abusive texts, creating and sharing embarrassing images or videos, trolling, setting up hate sights or groups about a particular child/ young person, encouraging them to self-harm, creating fake accounts, hijacking or stealing online identities to embarrass a child/ young person or cause trouble using their name, excluding a young person from online games, activities or friendship groups.

Whilst bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. In the event that there is a possibility the bullying may be linked to abuse/, the Head of School and the DSL will consider implementing child protection procedures.

3.2 Indicators of abuse and what you might see

3.3 Taking action

For staff to be able to identify and respond appropriately to possible abuse and/or neglect, they must at all times follow the four stages below:

1. Be alert
2. Question behaviours
3. Ask for help
4. Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, the **DSL must refer to police or social care** without delay, so it is important staff share any concerns in a timely manner to ensure children are safe.

Staff members working with children are advised to maintain an attitude of '**It could happen here**' where safeguarding is concerned.

When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns to the DSL, the DSL will talk to the parent/carer and explain the concerns raised and the actions that they are going to take, i.e. make a referral to the MASH Team.

If the child is in immediate risk the DSL will call 999, if the risk is not immediate the MASH Team will be contacted via telephone on 020 8921 3172 and the referral should be followed up in writing within 24 hours.

Staff concerns about a child / young person's wellbeing, is likely to be based on:

- a) Something the child/young person/parent has told them
- b) Something they have noticed about the child's behaviour, health, or appearance
- c) Something another professional said or did

Even if staff believe their concern is minor, it is always their responsibility to share concerns no matter how small. The DSL may have more information that, together with what staff have shared, represents a more serious worry about a child. It is never up to a staff member to make their decision alone on how to respond to concerns.

3.4 If you suspect a child is at risk of harm

There will be occasions when staff suspect that a child may be at serious risk, but they have no 'real' evidence. The child's behaviour may have changed, physical but inconclusive signs may have been noticed. In these circumstances, staff will always try to give the child the opportunity to talk. The signs noticed may be due to a variety of factors and it is wholly appropriate to ask the child if they are alright or if they can help in any way.

Use the 'Reporting a Concern' form (see Appendix 1) to record these early concerns. If the child does begin to reveal that they are being harmed, staff should follow the advice in the section 'If a child discloses to you'.

If, following the conversation, they remain concerned, they should discuss your concerns with the DSL.

3.5 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. **Some children /young person may not feel ready or even know how to tell someone they are being abused.** They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to any member of staff about any risks to their safety or wellbeing it is very important that staff let them know that **they must** pass the information on. Under no circumstances should staff keep any secrets for children. Staff/volunteers/contractors should: -

1. Decide whether they need to find out more by asking the child / young person, or their parent to clarify any concerns, being careful to use open questions: beginning with words like: 'how', 'why', 'where', 'when', 'who'?
2. Let the child/young person/parent know what they plan to do next
3. Not promise to keep what s/he tells them secret.... for example, 'I am worried about your bruise, and I need to tell Ms Jess or Ms Reid so that she can help us think about how to keep you safe'
4. Inform the DSL immediately. If the DSL is not available, inform the Deputy DSLs. If neither are available, speak to the Head of School or Deputy Head. If there is no other member of staff available, staff must make the referral themselves
5. Make a written record as soon as possible after the event, noting:
 - a. Name of child
 - b. Date, time, and place
 - c. Who else was present
 - d. What was said / What happened / What was noticed ... speech, behaviour, mood, drawings, games, or appearance
 - e. If child or parent spoke, record their words rather than the staff member's interpretation
 - f. Analysis of what you observed and why it is a cause for concern

During a conversation with the child staff should:

Remember the TED method: TELL< EXPLAIN< DESCRIBE

TELL: "Tell me what you mean by that?"

"Tell me how that made you feel?"

EXPLAIN: “Can you explain to me what happened that day/night?”

“Explain what you would like to happen now that you have told me”

DESCRIBE: “Can you describe what you were thinking and feeling”

“Describe why you felt like that”

This method will prepare us to have a conversation with a child/young person who has disclosed to us. The TED method allows the child/young person to give an expanded open answer and will allow for a discussion, as opposed to “Did you have a good day, which would only give a Yes or No answer and no room for expansion on the subject at hand

- Allow them to speak freely.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – “What you are saying to me is important and i will treat it as such, ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’, This is so important I will talk to someone about it”.
- Not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the child’s mother thinks about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ as a child may interpret it that they have done something wrong.
- Tell the child what will happen next, either going straight to the designated person or advising that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if they feel distressed.

A ‘Record of Concern’ form is provided in Appendix 1.

3.6 Notifying parents

3.7 Referral to Children’s Social Care

The DSL will make a referral to Children’s Social Care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding)

and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. (See 3.10 for details on how this referral can be made).

Allegations against Staff

If a member of staff has a safeguarding concern or an allegation about another member of staff, who may pose a risk of harm to children they should immediately make those concerns known to the head of school at YBS.

According to the KCSIE guidance, If a staff member has a safeguarding concern or allegation which relates to the head of school who may pose a risk of harm to children they should immediately speak to the school's chair of governors or the management committee who will then contact LADO for further advice.

The DSL must inform LADO within 1 working day when an allegation is made prior to any investigation taking place. Failure to report any allegations in accordance with the proper procedures, will result in disciplinary action being taken.

The Local Authority Designated Officer (LADO) should be immediately informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate. The LADO and the Head Teacher will discuss the nature, content and context of the allegation and agree a course of action to decide whether:

no further actions are needed.

a strategy discussion should take place.

there should be immediate involvement of the police or social care.

The school will share available information with the LADO about the allegation, the child, and the person against whom the allegation has been made; the LADO will consider whether a police investigation or a strategy discussion is needed. Other agencies may be invited into the discussion and could include representatives from Health, Social Care or the Police.

An investigation into the allegations is normally carried out by Children's Social Services or by the school. This will be agreed at the initial evaluation stage. Where the School is not conducting the investigation, it will cooperate with investigative agencies. Internal investigations must be second to any safeguarding investigation and may need to be delayed until the external investigation is complete.

LADO can be contacted via phone or email:

Telephone: 020 8921 3930

Email: childrens-LADO@royalgreenwich.gov.uk

childrens-LADO@royalgreenwich.gov.uk.cjism.net

Local Authority Designated Officer - *Winsome Collins Manager*

Y.O.U.R Beauty School CIC: Registered Office, 28 Sangley Road, Catford, London SE6 2JH
Registered in England and Wales: No 11310920

Email: childrens-LADO@royalgreenwich.gov.uk

Tel: 020 8921 3930

Sharon Pearson – DO PVIs/ CMs

Catrin Gruffyd Jones –DO Schools

Address: First floor, The Woolwich Centre, 35 Wellington Street, Woolwich SE18 6HQ.

3.8 Confidentiality, Records keeping and information sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL/Head of School, Deputy DSL (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [General Data Protection Regulation \(GDPR\), 2018](#) principles. Information is:

- processed for limited purposes
- adequate, relevant, and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member

of staff receives a request from a child or parent to see child protection records, they should refer the request to the Head of School.

GDPR principles do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. When information is shared, the reason for doing so as well as the reasons why consent may not have been sought, will be clearly documented within the child protection records.

When a child leaves the school their Child Protection files will be copied with the copies archived and stored securely for 7 years and the original securely packaged and transferred by hand to the new school. A signed document acknowledging receipt of the record will be requested from the new school/provision.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

3.9 Team Around the Family (TAF) Early help and Family Thrive

YBS follows Lewisham's multi-agency threshold guidance document which informs agencies in Lewisham on how to assess and identify a child's level of need and how to access the right level support.

The threshold guidance is divided into four levels:

- Tier 1 - No Additional Needs
- Tier 2 - Early Help/ Early Support
- Tier 3 - Children with Complex Multiple Needs
- Tier 4 - Children in Acute Need

The thresholds for intervention in Lewisham are based upon the London Continuum of Need. The London Continuum of Need provides descriptors for four levels of need. When there are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, this is the threshold for a multi-agency early help assessment to begin – Tier 2/Level 2, Early Help/Early Support.

These are children who require a lead professional for a co-ordinated approach to the provision of additional services such as family support services, parenting programmes and children's centres. These will be provided within universal or targeted services provision and do not include services from Children's Social Care and will normally be facilitated by arranging a TAF meeting with the relevant professionals.

Parents/carers will always be contacted to discuss our concerns prior to deciding to hold a TAF and their consent will be sought. However, if consent is not given and we maintain that there remain unmet needs of the child and there are safeguarding concerns of any nature, a TAF may still be held without the parent/carer consent.

During the TAF, an Early Help Assessment (EHA) will be made, and this will enable us to make clear decisions about any help/support that may be needed and the next steps that

should be taken. As part of the TAF process, the EHA will be revisited in six-weekly cycles as a very minimum, although if the needs change, this may happen sooner. At each meeting, a decision will be made as to the current needs for the child/family and how these are best met, including making decisions whether more intervention is needed or whether the current support can be stepped down.

3.10 Reporting directly to child protection agencies

Referrals to Children's Social Care are only made for children with needs at Level 3 or 4 of the Continuum of Need. This is determined where children are identified as requiring specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their mental and/or physical health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases, these children's needs may be secondary to the adults' needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.

Staff with concerns should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police, or the NSPCC if:

- the situation is an emergency and the DSL/Deputy DSL/ Head of School (for allegations against the Head of School) are all unavailable
- They are convinced that a direct report is the only way to ensure the child's safety.

As advised in KCSIE 2024 the DSL (including any deputies) should liaise with the three safeguarding partners in line with [Working Together to Safeguard Children](#) and [NSPCC – When to call the Police](#)

Making a MASH request

If, as a professional, staff have safeguarding concerns or are requesting additional targeted early help, they can [use the online MASH request form](#) after reading the below information.

Please note that residents and other members of the public can still make referrals in person or over the phone.

All requests that come through the MASH will be triaged by the multi-agency team and staff may be contacted by a professional representing the school to discuss the request.

Before staff make a request

- The following information will help to determine if it is necessary to make a MASH request, and which part of the MASH request form to use:

- Greenwich's Threshold Guidance will help to assess the level of support needed or risks present. **Professionals should refer to this guidance before making a MASH request. This, along with some brief guidance, can be found on the MASH webpage and the GSCP website, links below.**
- If staff believe a child and their family need some additional support this should be **discussed with the family first** and agree who is best placed to provide that support. An Early Help Assessment can help to get a full picture of the family's situation and plan how to meet that need.
- If it is believed a child or family has needs at the targeted level, which are not being met by services currently involved with the family, the form can be completed to **request help and support** from the MASH.
- If professional working with a child requires supporting information from Children's Social Care (e.g. CAFCASS, probation, housing conducting statutory safeguarding checks, assessments), the form can also be completed to **request supporting information**.
- If there is any worry that a child is at risk of significant harm through abuse or neglect, staff should call the MASH immediately on 020 8921 3172 to discuss their concerns and then use the form to **request child protection** from the MASH.

MASH / Early Help Consultation Service

To help professionals make the most informed decisions the MASH and Early Help Team will provide a professionals' advice line. This will be available for consultation from 9am – 5pm.

Where the child may need help and protection, they will be given advice and guidance about making a referral, including how to involve parents. Professionals will also receive guidance on the need for parental consent/ recorded clarification needed as to why consent was overridden.

During consultation professionals, should:

- Be clear about their concern and what is needed from the consultation
- Clearly identify what their organisation has already done about the concern and the impact of this
- Seek clarification where there are any uncertainties about what is involved
- In the case of the outcome of consultation being to make a referral, discuss the appropriateness of not seeking, or overriding parental consent.

The Consultation service aims to:

- Offer quick access via the telephone to Children's Safeguarding and Social Care advice
- Provide advice on Children's Safeguarding and Social Care threshold decision making i.e. S17 or S47 of the CA 1989
- Improve information sharing about universal and target services providing early help
- Allow professionals the opportunity to talk through situations (hypothetically if necessary) of concern to help determine an appropriate response, without the need for formal referral. This advice will be recorded to provide an audit trail.

How the Consultation Service works?

- Consultation will be offered by MASH Social worker/ Early help team and their professional partners for all professionals seeking advice about children who they are concerned about
- To undertake a consultation professionals should telephone the MASH/ Early Help team on 020 8921 3172. Professionals have the option to speak with their own service colleagues co-located in the MASH, who in turn will always be able to seek advice and guidance from social workers
- When concerns are raised about a child (ren) the MASH/ Early Help hub will record the consultation as a contact on the EHM database checking the child's details to ensure appropriate identification. An analysis of need, harm and risk issues will be carried out to provide early action, diversion or intervention to the child and his/ her family. Consent on these cases will always be recorded and considered
- Where professionals simply seek advice and or guidance on hypothetical cases, they feel stuck with, the MASH or Early help staff members who provide the consultation will send an email as a follow up action and with the advice recorded. It is expected that the contacting professional follows the record keeping and information guidelines for their own agency; to record they have held a consultation. With hypothetical queries the MASH/ Early Help team will not contact the family but do expect professionals to discuss any concerns they have with the individuals who have parental responsibility for the child
- Professionals and their agencies are not obliged to follow the advice offered, however staff within the MASH/ Early Help team will escalate concerns in line with the London Safeguarding Children Procedures where they feel safeguarding activity is required and advice is not followed
- If following consultation more information becomes known or the situation changes, a professional can seek further clarity by calling the consultation line at any time.
- Alternatively, if they feel that the response they have received does not meet the needs of the child/family or leaves a child at risk of harm, they can still make a referral in the usual way or escalate their concerns through their organisation's safeguarding process.

Using the Local Children Safeguarding Partnership (GSCP) Thresholds for Intervention guidance

The Lewisham Safeguarding Children Partnership (GSCP) has developed a document following consultation with partners in October 2016 and has recently been revised in January 2019, for professionals to determine the levels of need when making a judgement and assessment of the child and their family. This document provides advice and guidance regarding the level of support and intervention children and their families may require.

Before making a referral to the MASH professionals should consider if the needs identified can be met within their own agency, or by other professionals already involved with the family. This is usually relevant for children who have universal or additional needs, this is often referred to as Level 1 or 2 support as demonstrated in the Thresholds Guidance.

Professionals should seek to discuss any concerns they have with the parents/carers who have parental responsibility, are caring for the child by way of private fostering

arrangements (or under a statutory regulation) and inform them that they are making a referral to the MASH when new safeguarding concerns arise, or no change is affected within existing plans. This should only be done where such discussions will not place a child at increased risk of significant harm or cause any significant delay.

The Thresholds for Intervention Guidance can be accessed [here](#):

Identifying a child in need of help/ support or protection

A referral to the MASH should be made when a child or family needs support identified as requiring Level 3 or 4 support in the Thresholds Guidance. Additional information including the link to the online for Greenwich MASH can be downloaded below:

[Download the inter-agency referral form here.](#)

Contact: Multi-agency Safeguarding Hub (MASH) Tel: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

Opening hours: Monday–Friday 9am–5pm.

If you have concerns about the welfare of a child outside these hours, please contact the emergency duty team on 020 8921 3172 and ask to speak to the out-of-hours duty social worker.

3.11 Female genital mutilation (FGM)

At YBS we believe that all our students should be kept safe from harm. FGM affects girls particularly from north African countries, including Egypt, Sudan, Somalia, and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At YBS School we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

FGM is the partial or total removal of external female genitalia for non- medical reasons, which is known as female circumcision or cutting. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. FGM is child abuse there are no medical reasons or health benefits to carry out FGM, it is very dangerous to the child/ young person. A child/ young person who is at risk of FGM may not know or be aware of what is going to happen.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia, and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practice

FGM, such as first-generation immigrants, refugees, and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough, and Milton Keynes. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Key Points:

- Not a religious practice
- Occurs when a child is newborn, during childhood or adolescence, just before marriage or during pregnancy (home office et al, 2016).
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman’s desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family’s country of origin
- talk about a ‘special’ event or procedure to ‘become a woman’

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high-risk group is absent from school or where the family request an ‘authorised absence’ for just before or just after the summer school holidays or repeatedly running away from home. Although, it is difficult to identify girls before FGM takes place, where girls from these high-risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- difficulty walking, sitting, or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help but may not be explicit about the problem due to embarrassment or fear.

Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic, or urinary infections

- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

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.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children’s social care. The duty does not apply in relation to at risk or suspected cases.

At YBS, if we have concerns about FGM, we will discuss these with parents/carers where appropriate, and the young person concerned, before taking any further action. In cases where it is deemed likely that discussing preliminary concerns with the family may put a child(ren) at risk of any kind, we may not discuss this with parents/carers before reporting to the relevant authorities.

3.12 Forced Marriage/Honour Based Abuse

It is a criminal offence for any person to cause a child to enter into marriage before their 18th birthday, whether or not they used violence, threats or any form of coercion or deception. A child who is being forced into marriage is at risk of significant harm through physical, sexual, and emotional abuse. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

Forced marriage including taking someone overseas to marry is illegal in the UK. Individuals who are found guilty of forcing others to marry will be faced with up to seven years in prison.

According to the KCSIE guidance, the section on forced marriage has now been updated to reflect the change in law from February 2023. It states clearly that” it is a crime for any individual to carry out any conduct if their purpose is to cause a child to marry before their 18th birthday, even if violence, threats or any other form of coercion are not used”.

The reasons given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g. promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc.

Suspicious that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early.
- Depressive behaviour including self-harming and attempted suicide.
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education.
- A child being in conflict with their parents.
- A child going missing / running away.
- A child always being accompanied to school and doctors' appointments.
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried s/he will be forced to marry.

Information about a forced marriage may come from one of the child's peer groups, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Situations where a child fears being forced into marriage have similarities with both domestic violence and honour-based abuse. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

Professionals should respond in a similar way to forced marriage as with domestic violence and honour-based abuse (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

3.13 Domestic Violence (DV)

Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

In extreme cases this could include murder.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

3.13.1 Children and young people witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

3.13.2 Teenagers experiencing domestic abuse

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Where potential cases of Domestic Violence are identified, the school will conduct an assessment using the Domestic Abuse Stalking and Harassment (DASH) Risk Indicator Checklist. If a case causes enough concern following this assessment, the Designated Safeguarding Lead (DSL), will make the necessary referral(s) on to other appropriate agencies.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Homeless children are more vulnerable to being victims of child sexual exploitation. In most cases the staff at YBS will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is recognised that 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. The Safeguarding Team at YBS would liaise with Children's services to ensure appropriate referrals are made based on the child's circumstances. Working Together to Safeguard Children notes that social care and housing authorities should work together to ensure 16 - 17 year olds do not become homeless

3.13.3 Operation Encompass

At YBS we are working in partnership with the Metropolitan Police and Lewisham Children's Services to identify and provide appropriate support to students who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to address this situation. It is the implementation of a key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Lewisham Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our students has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this could be silent or overly dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and Lewisham MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and are detailed as part of the school's Safeguarding Policy and published on our school website.

3.14 Child sexual exploitation (CSE)

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.

This involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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 themselves as a victim of exploitation. This means that they are unlikely to report the abuse so police and partners must be alert to the signs of CSE and actively look for victims. CSE can also occur through the use of technology without the child's immediate recognition; for example, being persuaded to post images on the internet/ mobile phones without immediate payment or gain.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late.
- regularly missing school or education or not taking part in education.
- appearing with unexplained gifts or new possessions.
- associating with other young people involved in exploitation.
- having older boyfriends or girlfriends.
- suffering from sexually transmitted infections.
- mood swings or changes in emotional wellbeing.
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

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

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional, or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser groom's victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

If colleagues have concerns about any students at risk of CSE, they should ensure that their concerns are passed promptly on to the DSL so that a referral is made to the Concerns Hub. Any school can complete the referral form by sending a request to:

PLMailbox-ConcernHub@met.police.uk

3.15 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- In exchange for something the victim needs or wants, and/or
- The financial or other advantage of the perpetrator or facilitator and/or
- Through violence or the threat of violence

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

If colleagues have concerns regarding any students at risk of CCE, they should ensure that their concerns are passed promptly on to the DSL.

3.16 County Lines:

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) 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 schools, further and higher educational institutions, student referral units, special educational needs schools, children's homes, and care homes. Children are often recruited to move drugs and money between locations.

Staff should be aware of some of the key indicators of children who are involved in county lines, including:

- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part in education.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in county lines.
- Having older friends
- Mood swings or changes in emotional wellbeing; and
- Drug and/or alcohol misuse

If colleagues have concerns about any students at risk of county lines, they should ensure that their concerns are passed promptly to the DSL so that a referral is made to the Concerns Hub. Any school can complete the referral form by sending a request to: PLMailbox-ConcernHub@met.police.uk

3.17 Organised exploitation and trafficking:

Trafficking involves the recruitment, transportation and exploitation of women and children for the purposes of prostitution and domestic servitude across international borders and within countries

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Also, modern slavery encompasses human trafficking, as defined in the UN Palermo Protocol and the Council of Europe Convention, and as made illegal in UK legislation under the Sexual Offences Act 2003 and the Asylum and Immigration (Treatment of Claimants) Act 2004. It also includes cases of slavery and servitude as made illegal in the Coroners and Justice Act 2009, which criminalises holding a person in slavery or servitude or requiring a person to perform forced or compulsory labour. When referring to modern slavery, it encompasses all of the forms of human trafficking, slavery and servitude that have been defined in national and international laws and agreements.

Signs that a child has been trafficked may not be obvious, but you might notice unusual behaviour or events. These include a child who:

- spends a lot of time doing household chores

- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Our procedures for responding to concerns about students at risk of or victims of modern slavery are informed by the statutory DfE guidance 'Care of unaccompanied migrant child and child victims of modern slavery, published in November 2017. All concerns about students who may be being trafficked should be passed straight to the DSL on our standard concerns form.

3.18 "Child on Child abuse" including 'sexting' and children displaying Harmful Sexual Behaviours:

"Child on child abuse" can take many forms including physical (including hitting, kicking, shaking, biting, hair pulling etc.), sexual (e.g. inappropriate touching) and emotional abuse (including bullying & cyberbullying). Department for Education (DfE).

September 2024: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up '. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the school/college to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

“Child on Child” Abuse (replaced “Peer on Peer abuse” KCSIE 2022/2023)

All children should be aware of boundaries, and what will be considered to be “Child on child abuse.”

“Child on Child abuse” often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities).

At YBS we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the 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 the school’s Behaviour and Anti-Bullying Policies where necessary, all allegations will be taken seriously, recorded, investigated, and dealt with accordingly. All children will be made aware that abuse is abuse and will not be tolerated or passed off as “banter” or “just having a laugh” However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Child Protection 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 student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. KCSIE 2024 defines a form of “child on child abuse” described as “upskirting”, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm”.

At YBS we will support the victims of “child on child abuse” by adhering to the DfE guidance ‘Sexual Violence and sexual harassment between children in schools and colleges’, first published in December 2017.

All members of the school community are encouraged to report any case of bullying to an appropriate member of staff. Bullying incidents and the action taken will be recorded. Extremely serious cases where there is a risk of serious harm should be reported immediately to the Safeguarding Lead Ann-Marie Allen who will then follow the appropriate channels.

Record – keeping All cases of bullying will be recorded and logged by our Safeguarding Lead, a brief detail of any incident which may be termed ‘bullying’. This may take the form of forwarding emails or copying them into the notes. A record of the incident and any action taken will be kept.

Sexting:

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf

3.19 Preventing Radicalisation:

‘Channel’ and ‘Prevent’

Terrorism is defined in KCSIE 2021 as “an action that endangers or causes 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”.

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’. Channel, a key element of the Home Office’s “Prevent” strategy, is a multi-agency approach to protect people at risk from radicalisation. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. This includes identifying students:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning, and belonging
- Who has a desire for status amongst their peers?
- Shows empathy for extremist causes
- Glorifying violence, especially other faiths, or cultures
- Who has a desire for excitement and adventure?

- Displaying a need to dominate and control others
- Who has a susceptibility to indoctrination?
- Displaying a radical desire for political or moral change
- Who is susceptible to opportunistic involvement?
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues
- Secretive behaviour
- Advocating messages similar to illegal organisations or other extremist groups

We will always take allegations and concerns of radicalisation and/or terrorism seriously. We will help students channel their desire for excitement and adventure into suitable and healthy activities. Radicalisation and extremism can be wider than religious beliefs and linked affiliations and can include radicalisation around far right groups and also by criminal groups connected with gang activity.

We will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school. 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 will establish appropriate filters to protect children from terrorist and extremist material online.

YBS is stronger thanks to our open, multi-cultural and multi-faith community. We will always aim to integrate and engage every child within the school community, and in the wider community.

We will celebrate a range of different religious and cultural festivals across the year, giving every child the opportunity to take part.

We will monitor and assess incidents which suggest students are engaging, or are at risk of engaging in, extremist activity and/or radicalisation.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised in any way, they should discuss this with the DSL.

4.0 Safer Working Practice:

Your Beauty School CIC (YBS) seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for students in its care. With regards to safer working practices, we ensure that the welfare of the students is paramount. The staff are all responsible for their own actions and behaviour and should avoid any conduct which may lead any reasonable person to question their motivation and their intentions. The staff in YBS must be seen to work transparently and openly. The staff will discuss and take advice from their line manager and any other senior member of staff over any incidents which may raise a concern. Any incidents should be recorded and any decisions made further must be agreed. The staff should apply a professionalism standard and keep in line with the school's equality policy and adhere to the teacher's standards. It is important that all our staff know

the name of the schools DSL and familiarise themselves with the child protection arrangements and for each person to understand their responsibilities to protect and safeguard the students in their care.

4.1 Safer Recruitment:

YBS recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

The school will protect our students from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. We will:

- Verify applicant's identity
- Check applicants' qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the YBS panel who has attended safer recruitment training
- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative, and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2024) which will be made available to all staff.

In recruiting and appointing staff, the Head of School has key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject, or identify people who might abuse children.

4.2 Employees: Advertising / Shortlisting / Interviews:

Applications

We will ensure that a curriculum Vitae (CV) should be accepted alongside a full application form, however this is not sufficient on its own to support our safer recruitment, we will always ask for further information and be as thorough and vigorous as possible in order to screen successful candidates.

Checks

We will also conduct online searches as part of our due diligence during our recruitment process. The stated aim of this is that it "may help us to identify any incidents or issues that have happened, and are publicly available online, which we at YBS might want to explore with the applicant at the interview.

We ensure that the advertisement makes clear the school's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college, or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised, and any concerns need to be resolved satisfactorily before the appointment can be confirmed.

We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head of School to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example, if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from records held on the Database of Qualified Teachers (DQT). The DQT is maintained by the Teaching Regulation Agency (TRA) which is an executive agency of the Department for Education (DfE).

We verify that the successful applicant has all the academic or vocational qualifications claimed.

We check his or her previous employment history and experience.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

We verify the successful applicant's identity when they arrive for an interview.

4.3 Offer of appointment

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Check that a candidate to be employed as a teacher is not subject to a prohibition order, this information is stored on our central record database issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service)
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services
- Verify professional qualifications, as appropriate.

4.4 Additional checks on 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 addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

All schools have a statutory duty under the [new Home Office guidance issued on 6 April 2017](#), which states that:

“All Tier 2 (General) visa applicants who want to work in specified health, education or social care sectors must provide a criminal record certificate and so for all new appointments, schools must consider additional checks, including obtaining a Certificate of Good Conduct, where staff have ever lived or worked abroad”.

The requirement is applicable to **all** *Tier 2 (General) staff from any country (excluding the United Kingdom and Northern Ireland), where an individual has lived or worked for more than 12 months either in total or continuously as well as within the previous 10 years.

In Lewisham local authority, all new employees who declare that they have ever lived or worked outside the UK for more than 12 months+ either in total or continuously since the age of 18 years, will be risk assessed before making a decision as to whether further checks are appropriate in accordance with statutory guidance in Keeping Children Safe in Education 2024.

It is not a legal requirement for existing staff who have ever lived or worked abroad for 12 months in total or continuously since the age of 18 years, but the governing body and senior

leadership at YBS have made the decision that we will/will not risk assess existing staff to make a decision whether or not we will pursue overseas criminal records checks for existing members of staff and volunteers.

4.5 Single Central Record (SCR)

We keep a SCR for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed and by whom:

- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- further checks on people living or working outside the UK
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The SCR will cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers.

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

4.6 Visiting Professionals/Agency Workers/Third Party Staff

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school.

The vetting information must contain the following:

- Photograph
- ID Evidence
- Teaching Agency Check
- DfE and Welsh Assembly Number
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date
- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check

- Overseas Checks/Risk Assessment
- References Check
- CV History Check
- Confirmation of Level 1 safeguarding training within the last 12 months

We ask supply agencies to email the vetting information to the Head of School as well as to the school administrator

The school's administrator checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to the Head of School immediately and the agency staff will not be able to start their work until satisfactory checks have been concluded.

Safer recruitment records of regular agency workers are included in the school's SCR.

We provide an induction for supply staff, which includes safeguarding and a briefing on any vulnerable children they will be working with.

4.7 Trainee/Student Teachers

Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, have to undergo the same safer recruitment checks as regular staff, before they can start working for the school.

Safer Recruitment records for Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, are included in the school's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

4.8 Regulated Activity

A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school or college at times when children are on school or college premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

Any member of staff or volunteer that will be working in regulated activity will have a barred list check carried out.

All visiting professionals e.g. PE coaches, Music teachers, Health Professionals and LA advisors have to provide the school with their valid enhanced DBS details.

All Extended School personnel's safer recruitment records are included in the school's SCR.

It is the responsibility of the administrator to make sure all enhanced DBS checks are current and recorded.

4.9 Volunteers E.g. Parents/Carers

As per the guidance in Keeping Children Safe in Education 2024, all volunteers will be risk assessed to determine whether they require a DBS and whether or not this will need to include a barred list check should their role require them to be in regulated activity. Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

We will obtain an enhanced DBS certificate with a barred list check for all volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

According to the DfE guidelines there is no requirement to request an enhanced DBS check for new or existing volunteers not in regulated activity.

However, the school may still choose to request one as they judge necessary but may not request a check of the barred list.

If a volunteer is not engaging in regulated activity and is therefore supervised at all times, e.g. a parent accompanying their children on a school trip, the school will undertake a risk assessment and use their professional judgement and experience, when deciding whether to seek an enhanced DBS check. A barred list check is legally not allowed under these circumstances.

4.10 Contractors

The administrator and /or a member of the Premises Team will always check the identity of contractors upon their arrival in the school.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children, the school will obtain a DBS check and/or barred list check as appropriate, as self-employed people are not able to make an application directly to the DBS on their own account.

4.11 General Visitors to the School

We will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g. children's relatives attending events in the school, they will be asked to sign in on arrival, wear a visitors pass and sign out when leaving. Visitors will be provided with key safeguarding information including the safeguarding personnel in the school.

Scheduled visitors in a professional role (e.g. fire officer, food and hygiene inspector, Health and safety officer, Contractors) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Unscheduled visitors to the school will be asked to make an appointment to visit the school at a time which is more convenient to the school.

5.0 Staff Conduct

YBS School is committed to positive academic, social and emotional outcomes for our students underpinned by a strong safeguarding ethos. All staff have a responsibility to provide a safe environment in which children can learn. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour. The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards. All staff are required to wear their staff Lanyards as well as the safeguarding lanyards when on site.

5.1 Training

Once you have been offered the position, during your induction you will be asked to complete a short questionnaire which will give us some insight into your knowledge on topics such as safeguarding, health and safety in the workplace and equality and diversity. The questionnaire will also help us to establish and identify your training needs.

Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional, and sexual abuse and exploitation. New/temporary staff will receive training as part of their induction process. Every member of staff will receive a copy of this Safeguarding and Child Protection Policy as well as the Staff Code of Conduct, Keeping Children Safe in Education (2024) – Part One and Annex A and will need to sign to confirm that they have read and understood the documents.

All staff will receive child protection training at least annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse. In addition, staff will receive regular training updates about safeguarding related issues.

The safeguarding training of third-party staff/contractors will be verified and if necessary, further training may be given as part of the induction process. Third party colleagues will also sign the Staff Code of Conduct. Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place. All school staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers' behaviour and the school's policies.

5.2 Safer Working Practice

We make use of the Safer Recruitment Consortium document '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.](#)' May 2019 as the basis for our Code of Conduct. All staff are expected to follow the YBS Staff Code of Conduct and the expectations set out in the staff handbook (see Code of Conduct and Staff Handbook).

Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for adults working with individual children to do so in view of other adults. If staff anticipate being in a situation that could be open to misinterpretation, they should alert a senior manager in advance and inform the child's parent or carer. Staff should escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need that has been brought to their attention by the parent/guardian and a strategy agreed in writing. We recognise that physical touch between adults and children in relation to the activity being provided is acceptable in public places.

5.3 Managing Allegations Against Staff

We understand that a parent/student/another staff member may make an allegation against a member of staff (including volunteers and supply staff). If such an allegation is made:

The member of staff receiving the allegation will immediately inform the Head of School or the most senior DSL who must be part of the senior Leadership team if the Head of School is not present.

The Head of School or the senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection. If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Director who will consult as above, without notifying the Head of School first.

The school will follow the Lewisham Local Authority procedures in the LADO protocol, updated in May 2018, for managing allegations against staff, and statutory guidance 'Keeping Children safe in Education.' (2024)

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort

must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO for Child Protection, or the School's Personnel Officer.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

5.4 Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues in relation to children. If necessary, they should speak to the LA Designated Child Protection Officer (LADO) via the DSL, if they are not the same person – see Whistleblowing Policy.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

6.0 The Role of the local authority

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the D/DSL and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- Further specialist assessments are required to help decide what further action to take

- to see the child as soon as possible if the decision is taken that the referral requires further assessment. The D/DSL will follow up if this information is not forthcoming.

6.1 Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the Health & Safety Manager. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

6.2 Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the Head of School. YBS recognises that poor attendance can be an indicator that a child is experiencing abuse. The attendance officer Sarah Mulling-Walsh and senior leadership team monitor attendance weekly, and report concerns to the Attendance & Welfare Officer at regular meetings.

YBS has enrolled in a programme called study bugs to monitor children's attendance. The recorded data will be accessible to the local Authority, in line with the new requirement from the DFE in [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance) (August 2024). The objective is to share this information with the local authority in a bid to support the improvement of school attendance and the provision of the most appropriate support.

6.3 E-Safety and Digital Safeguarding

(See separate policy – E-Safety and Use of Mobile Phones Policy)

We ensure students at YBS are protected while using digital technologies at the school. The school is committed to including digital technologies, in particular, internet use, in our curriculum. In so doing we recognise the inherent risks posed by this useful learning tool. **If there are concerns about a child in this area, the designated safeguarding lead (or deputy), will consider referring into the cyber choices programme.** Full compliance with the school Digital Safeguarding policy will mitigate these risks and help to ensure students are safe online.

6.4 Filtering and Monitoring Systems

Filtering and monitoring systems protect pupils and staff from harmful and inappropriate content online.

- Pornography

- Promotion of self-harm and/or suicide
- Misogyny/Misandry
- Racism
- Fake news
- Extremist views

All staff should follow the policies and procedures, report any problems, and monitor what's happening on screens in the school.

6.5 Anti-Bullying Policy

Our policies on anti-bullying and cyberbullying are set out in separate documents and are reviewed annually by the governing body. We expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

Both policies are written in line with advice and statutory guidelines set out in the DfE guidance *Preventing Bullying*, in July 2017 and *Approaches to Preventing and Tackling Bullying*, June 2018.

6.6 School Visits

We have clear protocols in place to ensure the safety of children whilst on school trips (see on & Off Site policy). These include:

- Visit procedures to be documented by staff and agreed with the Head of School (all members of SLT will complete EVC training with Wide Horizons or other regulated provider of EVC training).
- A briefing for parents going on the trips including detailed information about complying with safeguarding responsibilities and what to do if a child discloses to them
- Defined roles and responsibilities for school staff
- Risk assessments
- DBS/barred list checks for parents/carers where appropriate

LGBTQ+ students

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, we understand that children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. At YBS, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to a member of the safeguarding team, or any member of the team they have identified as a preferred trusted adult.

6.7 Looked After Children

Our Head of School and our Designated Teacher (DT) are responsible for Looked After Children and ensure that appropriate staff have the information, they need in relation to a child's looked after status and contact arrangements with birth parents or those with parental responsibility. The Head of School and authorised member of staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DT for Looked After Children has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

6.8 Children Missing/Absent from Education

Children Absent 2023 (replaced "missing" from Education

- Children absent from education are on the school roll but are regularly not attending
- Children missing education aren't on any school roll or being educated elsewhere
- These are vital warning signs of safeguarding risks to a child

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child being "absent" from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that are "absent" from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their child being "absent" in the future.

YBS places a great emphasis on regular and punctual attendance, and we promptly follow up any unexplained absence. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. YBS has both an admission register, and attendance register as required by law. All students are placed on both registers. YBS informs and seeks guidance from the Local Authority before any child is deleted from the admission register. No child is deleted unless there are appropriate checks conducted to ensure that the child is not at risk from being absent from education. A child may be deleted from the admission register for the following reasons.

- The child has been taken out of school by their parents and is being educated outside the school system e.g. home education.
- The child ceased to attend the school and no longer lives within reasonable distance from the school at which they are registered.

- The child has been certified by the education medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the Head of School does not reasonably believe that they will be returning to the school at the end of that period; or,
- Have been permanently excluded. The Local Authority must be notified when the school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that schools comply with this duty so that Local Authorities can, as part of their duty to identify 8 regulation 4 of the Education (student Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (student registration) (England) Regulations 2006 14 children of compulsory school age who are absent from education , follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

YBS informs the Local Authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days.

6.9 Children with Special Educational Needs and Disabilities

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect, therefore adults are expected to take extra care to correctly interpret apparent signs of abuse or neglect. Indications of abuse will be reported as for other students.

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 signs; and
- Difficulties may arise in overcoming communication barriers

At YBS we identify students who might need more support to be kept safe or to keep themselves safe by reviewing and making reasonable and necessary adjustments following the review of:

- School Risk Assessment
- Health & Safety Policy
- Student's report or care plan

6.10 Fabricated Induced Illness

Fabricated or induced illness (FII) is a rare 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' (not to be confused with [Munchausen's syndrome](#), where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a parent or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

If you suspect that a parent/carer may be fabricating or inducing illness in their child, you should not confront them directly. It's unlikely to make the person admit to wrongdoing, and it may give them the opportunity to dispose of any evidence of abuse. You must immediately report any concerns to the DSL using the concerns form.

Please see further guidance on the DfE website via the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

6.11 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Please refer to the Private Fostering Policy for more details).

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; 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.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

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.

School staff should notify the DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

A referral should be made to Children's Social Care in writing using Lewisham's referral form. The referral should have as much information as possible, including full details of all children concerned and their parents/carers/those with PR and any information about how these children came to be in their current situation. In some cases, you may not have been provided with all the details, so it is important that you discuss the referral with the carers in order to obtain them. However, if the information is not forthcoming, the referral should not be delayed. Referrals should be made online, click the link to download the form:

[Download the inter-agency referral form here.](#)

Forms are sent to: mash-referrals@royalgreenwich.gov.uk

Once notified about a private fostering arrangement, the local authority is required to assess the home to ensure that it is suitable. If it is happy with the arrangements, then it is required to arrange a visit once every six weeks for the first year and then at three-monthly intervals whilst the placement continues. Children's Social Care will be appointing a dedicated worker to work with privately fostered children. Details will be provided as soon as possible. This worker will be available to offer advice and assistance if required.

6.12 Separated Parents

The definition of a parent for school purposes is much wider than for any other situation. The Education Act 1996 defines a parent as:

- All natural parents, including those that are not married.
- Any person who has parental responsibility but is not a natural parent e.g., a legally appointed guardian or the Local Authority named in a Care Order.
- Any person who has care of a child i.e., a person with whom the child resides and who looks after the child irrespective of the relationship

Who has “Parental Responsibility”? (The Children Act 1989)

Having parental responsibility means assuming all the rights, duties, powers, responsibilities, and authority that a parent of a child has by law. People other than a child's natural parents can acquire parental responsibility through:

- Being granted a Residence Order
- Being appointed a Guardian
- Being named in an Emergency Protection Order (although parental responsibility in a such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)
- Adopting a child.

If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility; however, the father only has parental responsibility from 1st December 2003 and by jointly registering the birth of the child with the mother. He can, however, subsequently acquire parental responsibility by various legal means. YBS must act in accordance with the law with respect to parental responsibility, and the school's duties and processes are clearly outlined in our “Separated Parents Policy”.

6.13 Photography and Images

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example on our website or in newspapers and/or publications)
- Only use the school's equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that the children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Parents that are taking photographs at school assemblies and other productions or school trips are instructed that these are to be for personal use only and are not to be shared on social media.

6.14 Commissioned Extended School Provision and Lettings

6.15 Mental Health/Self-Harm

6.16 Faith Based Abuse

6.17 Exclusion

6.18 Searching Screening and Confiscation

6.19 Serious Youth Violence and Knife Crime

6.20 Contextual Safeguarding

YBS is aware that the young people in our school may face additional extra-familial risks outside of the school context. Working Together to Safeguard Children, 2018 states that, “These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines.
- trafficking
- online abuse
- teenage relationship abuse
- sexual exploitation and
- the influences of extremism leading to radicalisation,”.

As part of our whole-school approach to these contextual safeguarding risks, we have developed a curriculum, policy and practice that promotes a culture that focuses on educating about risks and potential threats as well as responding to these. In addition to this, YBS will regularly use student-led intelligence to identify potential risks in and outside of our community and mitigate against them through regular safety mapping exercises.

Where safety mapping exercises identify people, places and environments where extra-familial harm could take place, we will focus on interventions that address these wider environmental factors by partnering with other professionals, external agencies and community establishments to create more safe spaces for our young people.

We will train colleagues to understand how to identify these potential contextual safeguarding risks/threats and refer to any new concerns in the normal way.

Schools have been identified as sites in which young people can experience and/or be safeguarded from abuse and violence. From experiences of sexual harassment and sexual

violence through to physical assaults, relationship-based abuse, bullying and grooming into exploitative networks, young people have told practitioners, researchers, and journalists about risks they have faced in educational settings.

As such it is critical that when young people experience abuse and violence, and this is in some way associated with their school environment or school relationships – that the school itself features within the process of assessment and intervention. If we want to address the factors that cause abuse, or provide an opportunity for abuse to occur, then these factors need to be identified, explored and addressed – and school assessments are one way to achieve this.

School assessments uncover risks and strengths within school contexts that are associated with young people's experiences of abuse.

A school assessment draws on aspects of the environment to build a picture of how the school can be safer for young people. A range of methods will be used to gather this information including:

- Speaking to young people
- Student and parent surveys
- Speaking with staff
- Reviewing behaviour logs
- Observing the school environment

At YBS we take contextual safeguarding very seriously. If colleagues have concerns or become aware of circumstances within school where young people are currently experiencing or are at risk of harm, please report to the DSL using the concerns form. A decision will then be made by the Senior Leadership Team about the potential need to carry out a school assessment.

Alternative Provision

When schools place their pupils at **Your Beauty School (YBS)**, the school maintains the responsibility for the **safeguarding** of that pupil. It is the school's responsibility to ensure that the placement meets the pupils needs and that their safety and well-being are prioritised.

Regular calls and visits are essential to ensure the placement is appropriate and meeting the pupils needs. This will help to monitor their progress, well-being and any emerging risks. The school should have a clear plan for these check-ins including structured feedback from the pupil, caregiver, and any other professionals involved. If concerns do arise timely interventions should be made to adjust support or even reconsider the placement.

To ensure the structure of effective assessments during school calls and visits, the school should consider the following approach:

Frequency and Method of Contact

Calls: A half termly basis check-ins with the pupil and Head of school or the Deputy

Visits: Every 6 weeks to visit with the Head of School or the Deputy head and the pupil.

At YBS we recognise that pupils in Alternative provision such as ours often have complex needs and may be more vulnerable to harm. Therefore, it is crucial for our proprietors and head of school to be aware of these additional risks to support this we adhere in ensuring that all placements are conducted with the highest standards and care and protection for our pupils.

Children and the Court System

Children may sometimes be required to provide evidence in criminal courts, whether as victims of crimes or as a witness. At YBS we recognise the significant impact this can have on a child's emotional and psychological well-being; our school is committed to supporting children throughout this challenging process.

To assist children in understanding the court system, there are two specific guides available:

For children aged 5-11 years. This guide explains the court process in simple terms, including the special measures available to support young children.

For children ages 12-17 years. This guide offers a more detailed explanation of the court process, appropriate for older children.

Both guides include diagrams illustrating the courtroom structure and explain the use of video links to help children understand what to expect.

When children are required to give evidence, our school will:

1. Provide Emotional support: Offer counselling services and emotional support through our school's support staff.

2. Educational Support: Ensure that children understand the court process by discussing the age appropriate guides in a safe and supportive environment.

3. Coordination with families: Work closely with families to understand the child's needs and coordinate support strategies.

Supporting Students who are 18 and over

At Y.O.U.R Beauty School (YBS), we are committed to safeguarding the welfare of all our students, including those aged 18 and over. While our primary safeguarding policy focuses on individuals under 18, we recognise the importance of protecting vulnerable adults and have established the following guidelines to ensure their safety and well-being.

Safeguarding Vulnerable Adults

1. Introduction

YBS is dedicated to providing a safe environment for all students. We acknowledge that adults can also be at risk of abuse or neglect and are committed to promoting their welfare.

2. Definition of a Vulnerable Adult

A vulnerable adult is someone aged 18 or over who may need community care services due to mental or other disability, age, or illness and who is unable to take care of themselves or protect themselves against significant harm or exploitation.

3. Recognising Abuse

Abuse can take various forms, including physical, emotional, sexual, financial, or neglect. Staff should be vigilant and aware of signs that may indicate a vulnerable adult is at risk.

4. Reporting Concerns

If a staff member suspects that a vulnerable adult is experiencing or at risk of abuse or neglect, they must report their concerns immediately to the Designated Safeguarding Lead (DSL) or their deputy.

5. Designated Safeguarding Lead (DSL)

The DSL for YBS is Ann-Marie Allen. In her absence, concerns should be directed to the Deputy Safeguarding Lead, Iyata Reid.

6. Procedures for Handling Concerns

- **Immediate Danger:** If a vulnerable adult is in immediate danger, contact emergency services by dialling 999.
- **Reporting to Local Authorities:** For non-emergency concerns, contact the Royal Borough of Greenwich Adult Social Care team:
 - **Telephone:** 020 8921 2304 (Monday to Friday, 9 am to 5 pm)
 - **Out of Hours:** 020 8854 8888
 - **Email:** aops.contact.officers@royalgreenwich.gov.uk
 - Email: safeguarding -adults-board@royalgreenwich.gov.uk

Greenwich Safeguarding Adults Board
2nd Floor
The Woolwich Centre
35 Wellington Street
London
SE18 6HQ

7. Confidentiality

All concerns and reports will be handled with the utmost confidentiality. Information will only be shared with relevant authorities on a need-to-know basis.

8. Training and Awareness

All staff will receive training on safeguarding vulnerable adults to ensure they are aware of their responsibilities and the procedures to follow.

9. Policy Review

This policy will be reviewed annually to ensure it remains effective and up to date with current legislation and best practices.

By implementing this policy, YBS demonstrates its commitment to safeguarding all students, ensuring a safe and supportive environment for everyone

Safeguarding Policy Adapted

March 2025

Signed by: Tracey-Anne Manning Headteacher Date: March 2025

Signed by: Ann-Marie Allen DSL Date: March 2025

Next review date: March 2026

Reporting a Concern Form

For completion by staff or volunteers when they become aware of child welfare concerns in accordance with government guidance and the child protection policy. The Designated Safeguarding Lead will monitor concerns and report where appropriate to Children's Social Care if a child is deemed at risk of significant harm. This information will be disclosed only to those staff who need to know for the purposes of child protection. Concerns should usually be shared with parent/child, unless to do so may place a child/ren at increased risk of harm (if in doubt about this, the DSL should consult with Children's Social Care). Please write legibly and do not use acronyms. Exact words must be used even if they may offend.

Section 1

Date of alleged incident		Date/time of disclosure		Date/time of referral to DSL	
Name of child/ren			Class/Year		
Name of person making this record			Role in setting		
Signed as a true record			Date DD/MM/YY		

Section 2

Nature of Concern Attach additional sheet(s) if necessary (Include observations as well as professional opinions)					
	Body Map Used	Yes		No	

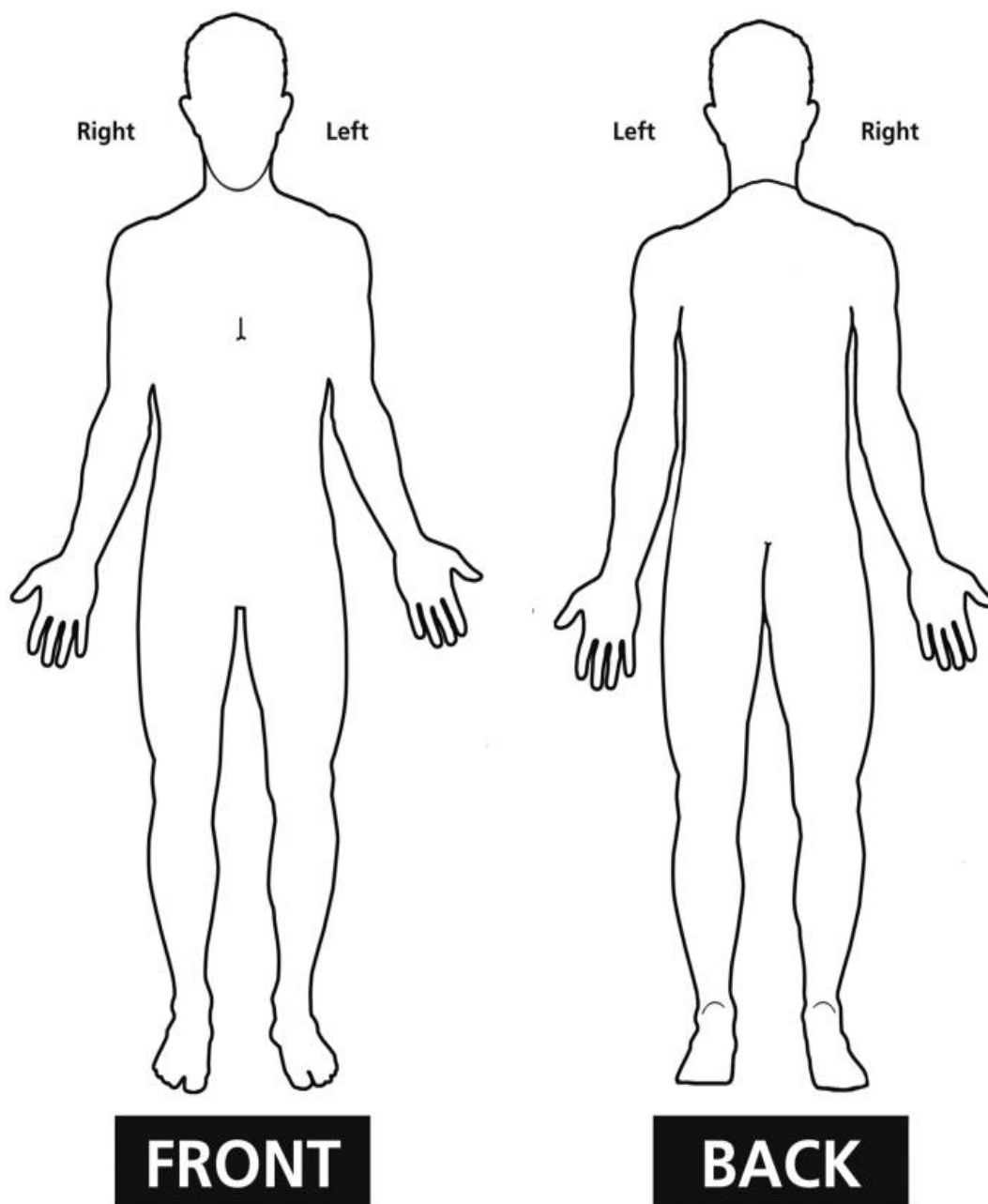
Any other relevant information (previous concern, other professionals involved/SEN details etc).							
Current status with social care (please tick & name where known)	None		Known to social care		Allocated Social Worker		Child Protection Plan
Name of Social Worker if current							

Section 2 (For completion by Designated Safeguarding Lead or other appropriate Senior Teacher)

Name of Designated Safeguarding Lead reviewing the concern		Initial Action Taken		Date: Time:
Further action taken (Please also record whether concerns were shared with: <ul style="list-style-type: none"> ● Parents/carers ● MASH And reason(s) why:				Date: Time:
Final Outcome				Date:
Feedback given to member of staff sharing with DSL?	Please tick	Staff member satisfied with actions?	Please tick	Date:
Body Map				
Date Concern Noted		Date/Time of Report		
Name of Child/ren		Class		
Name of person making this record (please print)		Role in setting		
Signed as a true record		Date DD/MM/YY		

N.B. Under no circumstances should a member of staff ask a child to remove clothing to see a suspected injury. If a child has described where an injury is, or it is clearly visible without needing to remove outer clothing, please indicate below.

Body Map



Related Legislation and Key Documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquiries made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case-by-case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 32A Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2023) Statutory guidance for local authorities and advice for other groups on helping children who are absent from education get back into it. Children who become absent from education should be reported to the DSL immediately.

Children and Social Work Act (2017) Statutory guidance for local authorities on supporting children and young people leaving care.

All updates February 2023

Updated: Safeguarding Lead and Deputy lead

Updated: Abuse, domestic, cyberbullying, child sexual exploitation

Updated: Mash information and numbers

Updated: FGM information in line with the DFE

Updated: DFE information about why a child may not feel ready to disclose

Updated: The TED Method

Updated: DFE guidance 2022 "Child on Child abuse changed from "Peer on Peer abuse"

Updated: Homelessness information

Updated: LGBTQ+ information and Visitors to the school

Updated: Key legislations and documents information

Updated: Application and checks for new staff in accordance with the DFE

All updates May 2024

Updated: Changed the word "Missing" to "absent" from education

Updated: paragraph on the terms "must" and "should"

Updated: questionnaire given on induction

All updates September -October 2024

updated forced marriage and honour-based abuse

updated KCSIE 2024

updated section on recognising abuse and added the word exploitation

updated section on roles and responsibilities

updated rationale aim

updated general safeguarding list

updated exploitation definition

updated indicators of abuse and what might you see

updated attendance

updated E-safety and digital safeguarding

updated alternative provision

updated children and the court system

All Updates March 2025

Updated and added more information on the section for Alternative provisions.