



## Q5 - SAFEGUARDING AND PROMOTING THE WELFARE OF STUDENTS

(2020-21)

### CONTENTS

1. <u>DESIGNATED PERSONS FOR CHILD PROTECTION</u>	Page 1
2. <u>AIM</u>	Page 1 - 3
3. <u>OBJECTIVE</u>	Page 4 - 6
4. <u>EARLY HELP</u>	Page 7 - 8
5. <u>CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT</u>	Page 8
6. <u>PEER ON PEER ABUSE</u>	Page 8 - 9
7. <u>PREVENT STRATEGY</u>	Page 9 -10
8. <b>CSE AND CCE</b>	Page 10 -11
9. <u>DUTY OF CARE</u>	Page 11
10. <b>MENTAL HEALTH</b>	Page 12
11. <u>REPORTING PROCESS</u>	Page 13 - 15
12. <u>RECORD KEEPING</u>	Page 16 - 17
13. <u>ALLEGED ABUSE BY STAFF</u>	Page 17
14. <u>CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN GL</u>	Page 18
15. <u>PARENTAL INVOLVEMENT</u>	Page 18
16. <u>TRAINING</u>	Page 18 - 19
17. <u>ROLES OF SAFEGUARDING LEADS</u>	Page 19 - 20
18. <b>EXTRA FAMILIAL ABUSE</b>	Page 21
19. <u>IDENTITY CARDS</u>	Page 21
20. <u>E-SAFETY EDUCATION</u>	Page 22
21. <u>SAFER RECRUITMENT</u>	Page 22

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



1. DESIGNATED PERSONS FOR CHILD PROTECTION

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2. AIM

This policy deals with the protection of children and young people and all adults at risk. For the purposes of clarity, any person under the age of 18 is deemed to be a child, and an adult at risk is deemed to be a person who is, or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing. Any person up to the age of 24 with a current Educational Health and Care Plan in place is treated as a child for the purposes of safeguarding & child protection legislation.

<b>Author: L Frankham-Gething</b>
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<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
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<b>Review Date: 30<sup>th</sup> August 2021</b>
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All references to staff or adults comprise of teaching staff, other staff and volunteers working in the organisation, visitors and includes contractors to the organisation with direct contact with learners, regardless of position, role or responsibilities.

The term ‘safeguarding children, young people and adults at risk’ embraces both reactive child protection and a preventative approach to keeping young people and adults safe.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

**All action is taken in line with the following legislation/guidance:**

- **Keeping Children Safe in Education (DfE September 2020)**
- South West Child Protection Procedures (SWCPP)
- Section 175 Children Act 2002
- Working Together to Safeguard Children (February 2017)
- Swindon Local Safeguarding Children Board guidance
- What to do if you’re worried a child is being abused (DfE March 2015) – non-statutory advice for practitioners Information-sharing: advice for practitioners providing safeguarding services (DfE March 2015)

We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).

<b>Author: L Frankham-Gething</b>
<b>Version/Date:</b> Ver 7/30 <sup>th</sup> August 2020
<b>Review Date:</b> 30 <sup>th</sup> August 2021



### 3. OBJECTIVE

#### 3.1 Green Labyrinth's safeguarding objectives are:

- To provide a safe environment for children, young people and adults in which to work, learn and take part in social and recreational activity
- To identify people who are experiencing, or likely to experience significant harm, providing support and taking appropriate action with the objective of producing positive outcomes for those people
- **To understand that a person's mental health is as important as their physical health.**
- To foster, promote and maintain a genuine feeling of safety throughout Green Labyrinth via the curriculum, pastoral support, and appropriate working practices through the promotion of a College ethos where everyone feels secure, valued and listened to
- To take action, where appropriate, to safeguard the person through working in partnership with other agencies
- To educate all students and staff in safeguarding and child protection issues so that they become more aware and confident in dealing with issues relating to those matters

#### 3.2 Green Labyrinth Safeguarding looks to protect everyone from:

- groups and individuals presenting violent extreme ideologies
- abuse or inappropriate relationships;
- grooming (in person, online, by phone, etc.);
- inappropriate supervision (by parents or staff, e.g. too much);
- bullying, cyber-bullying;
- **Upskirting;**
- self-harm, risky behaviour;
- unsafe activities and environments;
- crime;
- fear of crime;
- exploitation including financial, sexual and criminal exploitation (County Lines);

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



- immigration issues;
- unsafe environments e.g. parks, sports grounds;
- homelessness and unsuitable housing;
- victimisation and prejudice due to race, sexuality, faith, gender, disability etc.;
- alcohol and drug misuse;
- eating disorders;
- peer-on-peer abuse;
- So-called honour-based **abuse** (which can include FGM);
- Not understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome.
- Sexual violence and sexual harassment between children
- Issues arising from children with family members in prison
- Domestic abuse
- Issues arising from children being in the Court System
- Children missing from education
- anything which causes Green Labyrinth to be concerned that any student or member of staff might be at risk of significant harm as a result of one or more of the above.

*Please see Appendix 4: Indicators of Abuse for further information.*

### **3.3 Green Labyrinth has processes which:**

- Identify children, young people and adults at risk of significant harm, or where there are concerns for a person's welfare, provide procedures for reporting and addressing such concerns;
- Prevent unsuitable people from working with children, young people and adults;

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



- Maintain channels for reporting and dealing with all allegations of abuse;
- Work in partnership with local agencies including the sharing of information;
- Provide a safe environment for children, young people and adults within Green Labyrinth
- Appropriately filter and monitor student internet usage.

### 3.4 Green Labyrinth will take action to:

- appoint and train a designated safeguarding lead with responsibilities to lead on all matters pertaining to safeguarding and child protection, and who will ensure that appropriate and robust systems are in place that will coordinate reporting, monitoring, referral and support procedures. Name, role and contact details will be available to all staff, students and parents/carers;
- appoint a train a Deputy Designated Safeguarding Lead to act as the operational manager of day to day safeguarding issues.
- train all staff to Recognise, Respond, Record and Report in regard to Safeguarding procedures with training updates provided on an annual basis. Induction training that include safeguarding procedures and Part One of Keeping Children Safe in Education September 2020 will be mandatory for all new staff working in Green Labyrinth;
- keep accurate and secure records of concerns about individuals, even when there is no need for immediate referral to outside agencies;
- provide a systematic means of monitoring children, young people and adults known, or thought to be, at risk of harm, and contribute to assessments/support plans with other agencies;
- make sources of help and support accessible for anyone who may experience abuse
- develop effective working relationships with other agencies: Police, Social Services, Health Authority and the Local Safeguarding Children's Board (LSCB);
- train staff in safe practices to protect children, young people and adults in the learning environment, and also to protect themselves from false allegations of abuse;
- ensure safe recruitment practices by implementing enhanced checks on all new and existing staff (including supply staff and volunteers) in accordance with the Disclosure and Barring Service (DBS), taking of references, and training interviewers in accordance with Department of Education guidance to effectively establish suitability for role at the time of employment ;
- provide tutorial or other curriculum, learning or pastoral support. The curriculum (both formal and informal) will be used to help children, young people and adults to develop their self-esteem, assertiveness and problem-solving skills, to promote their resilience, and help with behaviour problems such as anger.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



#### 4. EARLY HELP

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working Together to Safeguard Children 2018' provides detailed guidance on the Early Help process. The Safeguarding Team will be responsible for identifying and implementing any Early Help measures which are required.

Any child may benefit from early help, but all college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



- is a privately fostered child.

#### 5. CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Where any reports are made of child on child sexual violence or sexual harassment these must be dealt with seriously and quickly. The normal disclosure protocols apply. Where such an allegation is made, the DSL will conduct a thorough risk assessment that considers:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at Green Labyrinth especially any actions that are appropriate to protect them; This will be recorded and communicated to all staff that are required to know. Both victim and (alleged) perpetrator will receive appropriate support mechanisms from Green Labyrinth on a case by case basis.

#### 6. PEER ON PEER ABUSE

Abuse can take many forms including emotional, physical, sexual and mental. Whilst it is more common for there to be a perceived disproportionate power differential between abuser(s) and abusee(s), peer on peer abuse is a significant issue. It must never be tolerated or treated as 'banter' or just 'part of growing up.'

**Peer on peer abuse** will be minimised through the vigilance and awareness of staff to recognise and identify where such abuse is occurring, and to act swiftly to ensure its curtailment. All disclosures will be recorded in the Safeguarding case files and reviewed on a weekly basis by the DSL and Deputy DSL to ensure appropriate support mechanisms are in place for both victims and perpetrators. Whilst it is clear that peer on peer abuse disproportionately affects females and Green Labyrinth must have appropriate support mechanisms in place, males, LGBTQ and SEND students will also be affected by this

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



issue and staff must be aware of this and prepared to act accordingly. Given the local context of Swindon and the issues surrounding County Lines (See 8. **CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)**). Green Labyrinth recognises that so called ‘initiation ceremonies’ and ‘hazing’ (defined as: any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate) may be disproportionately represented amongst our student population.

**Further advice and guidance on the range of abuse and indicators of abuse can be found in Appendix 1 of ‘Keeping Children Safe in Education 2020’. All staff are required to access Part 1 of this document and to read and understand it, all staff working directly with under 18s must also read and understand Annex A.**

Green Labyrinth has a statutory and moral duty to ensure the safety of, and to promote the welfare of children, young people and at risk adults attending Green Labyrinth. The term ‘safeguarding’ embraces a holistic approach to both child protection and a preventative approach to keeping young people and adults safe. Green Labyrinth will carry out these responsibilities under relevant current legislation and formal guidance.

## 7. PREVENT STRATEGY

To ensure that Green Labyrinth effectively safeguards students and staff, manages risks and is able to deal appropriately with issues around radicalisation and extremism, Green Labyrinth will;

- Understand the nature of the threat from extremism and how this may impact directly or indirectly on Green Labyrinth

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



- Encourage staff and students to respect and adhere to fundamental British values
- Ensure staff receive awareness training in recognising and preventing extremism and radicalisation.
- Understand and manage potential risks within Green Labyrinth and from external influences including the display of extremist materials and the hiring of College premises.
- Respond rapidly and appropriately to events in local, national or international news that may impact on Green Labyrinth community.
- Ensure measures are in place to minimise the potential for acts of extremism within the College.
- Ensure plans are in place to respond appropriately to a threat or incident within the College.
- Work with sub-contractors, employers and work placement providers to ensure they are compliant with the Prevent Duty and Green Labyrinth's safeguarding procedures.
- Adopt effective ICT security and responsible user policies and promote these to all staff and students.

#### 8. CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

CSE and CCE are described in the KCSIE (September 2020) as follows:

'CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.'

Green Labyrinth is committed to training all staff on signs of CSE and CCE and the effective monitoring and reporting, in line with Green Labyrinth's safeguarding reporting process, of a learner who seems to be subject to this form of abuse.

#### 9. DUTY OF CARE

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and people from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and all other users of Green Labyrinth. Staff behaviour should demonstrate integrity, maturity and good judgement, e.g. management of risk in external visits/residential visits

Under the Sexual Offences Act 2003, it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This applies when the young person is in full time education and the person works in the same establishment as the young person, even if he/she does not teach the child.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## 10. MENTAL HEALTH

All staff at Green Labyrinth should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Green Labyrinth understands that young people who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can suffer a lasting impact throughout childhood, adolescence and into adulthood. Relevant staff will be trained on how these young people's experiences can impact on their mental health, behaviour and education.

If a staff member has a mental health concern about a child that is also a safeguarding concern, they will report this immediately, following the Green Labyrinth reporting process.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## 11. REPORTING PROCESS

### 11.1 Safeguarding Reporting Protocols for staff:

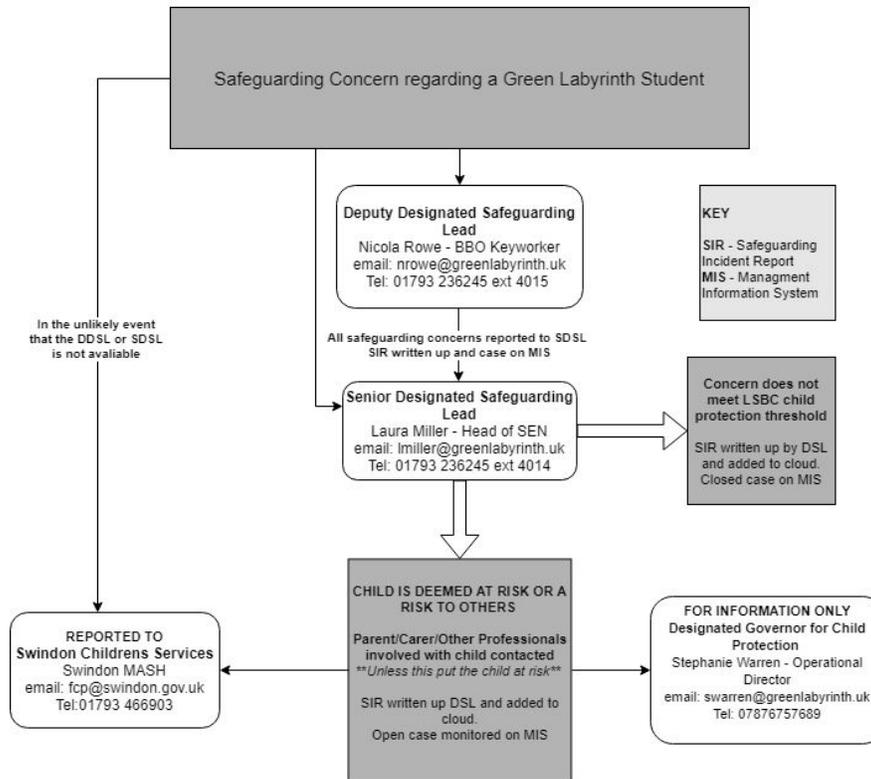
All staff are responsible for safeguarding one another and our students. Where a student makes a disclosure to a member of staff they should do the following:

- LISTEN carefully, stay calm; do not express shock or embarrassment
- DO NOT guarantee confidentiality, but be clear that you will act sensitively and
- explain what will happen next
- GIVE REASSURANCE that you are taking the information seriously
- DO NOT ask leading questions
- DO NOT examine any physical injuries
- DO NOT attempt to investigate the allegations yourself
- NEVER JUDGE – even if the allegation is against a colleague
- RECORD what was said, also time, date and place.
- CONTACT a member of the Safeguarding Team as soon as is reasonably possible

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>

## 11.2 Workflow of GL Standard safeguarding reporting process

### Green Labyrinth Standard Safeguarding Reporting Process 2019 - 2020



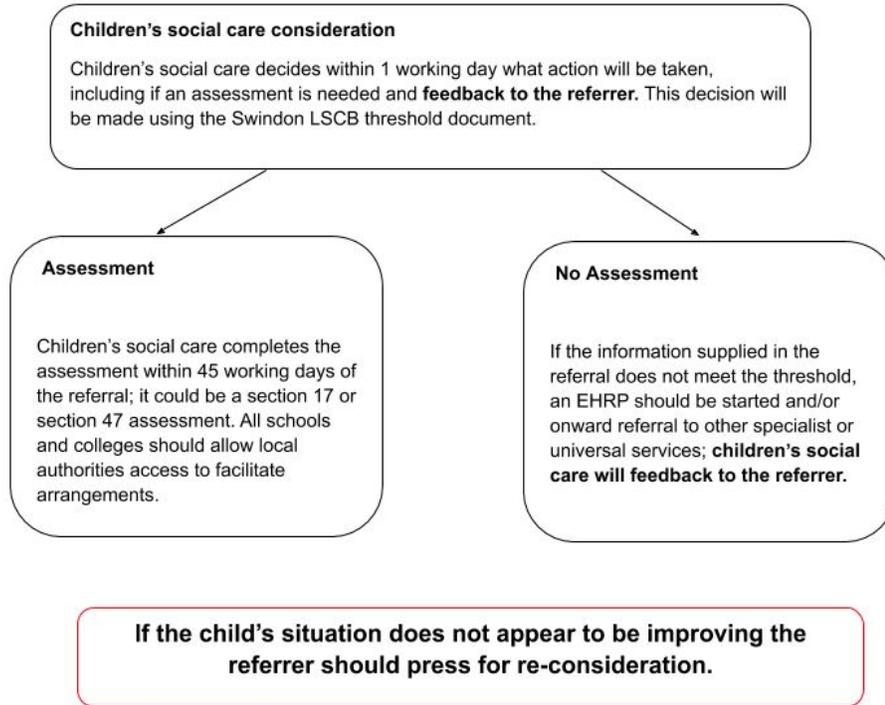
*In exceptional circumstances the individual with concerns may refer to children's social care directly – where the DSL / deputy DSL is not available, the individual should not delay until they become available and should contact MASH immediately.*

*Referrals for Alleged Perpetrators of Sexual Abuse – Where a student is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to Social Care, the centre will still telephone MASH without delay to raise awareness of the concerns relating to the alleged perpetrator. MASH will advise whether or not an RF1 needs to be completed by the centre.*

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



**11.3 MASH Reporting process of an RF1**



<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## 12. RECORD KEEPING

**12.1 Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must:**

- make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (where possible this will be recorded onto appendix 1 – Safeguarding Incident Report, *\*SIDE NOTE: Please be advised that Work Based Learning record on appendix 2- Safeguarding Incident Log\** )
- Where staff have observed injuries to a student, these will be recorded on a body map outline, with some indication given about the size of the injury. **Staff will not take photographs of injuries.**
- The concern / disclosure must be discussed with the designated safeguarding lead as soon as possible.

**12.2** Written records of concerns about children must be kept, even where there is no need to make a referral immediately and uploaded to the Green Labyrinth Cloud. A case must be created on MIS and a link to the SIR must be attached.

**12.3** All records relating to child protection concerns will be kept in a secure place and will remain confidential. Safeguarding Incident Reports will be uploaded to the Green Labyrinth Cloud. A case must be created on MIS and a link to the SIR must be attached. *They do not form part of the pupil's educational records and must be kept separate from other records under 'Safeguarding'.*

**12.4** Safeguarding cases are reviewed and updated whenever a new concern is raised, or additional relevant information becomes available, **noting actions and outcomes.**

**12.5** Significant events, for example a Strategy meeting or child protection conference should also be uploaded to the Green Labyrinth Cloud and an MIS case will be created under 'Safeguarding'

**12.6** The quality of child protection records will be monitored by the Operational Manager. The schedule for this quality assurance will take place at least annually.

**12.7** When a student moves to an alternative provider, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving provider, separate from general records. Where possible the DSL will arrange to meet with the DSL from the receiving provider to discuss the safeguarding / child protection information in more detail. The receiving provider will be

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a student is transferring into our centre, a request for information will be sent to the previous provider if there is no evidence of a safeguarding / child protection file, when records are received. This will prompt the previous provider to check whether any safeguarding / child protection records exist.

**12.8** Confidentiality must be maintained and information relating to individual Students / families shared with staff on a strictly need to know basis. (Joint investigation procedures – for guidance on the joint investigations, see Appendix 3)

**12.9** There are occasions when social care will contact the centre and request a phone number for a parent or carer. The caller's identity should be verified before releasing this information and the centre should confirm with social care whether or not the family should be informed about the request.

**12.10** . [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do

### 13. ALLEGED ABUSE BY STAFF

**13.1** **SEE APPENDIX 5 : SBC FLOWCHART ADVISING MANAGEMENT OF ALLEGATIONS AGAINST STAFF OR VOLUNTEERS WHO WORK WITH CHILDREN.**

**13.2** The centre is legally obliged to make a referral to the Disclosure and Barring service if at the end of the allegation process a member of staff (including supply staff) or volunteer is removed from the position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.

**13.3** Green Labyrinth has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

**13.4** Historical allegations of abuse should also be referred to the police.

**13.5** Concerns including allegations that may meet the harms test should be addressed as set out in Part four of '[Keeping Children Safe in Education - September 2020](#)'

<b>Author:</b> L Frankham-Gething
<b>Version/Date:</b> Ver 7/30 <sup>th</sup> August 2020
<b>Review Date:</b> 30 <sup>th</sup> August 2021



#### 14. CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN GREEN LABYRINTH

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Green Labyrinth's safeguarding regime. Appropriate whistle-blowing procedures are suitably reflected in staff training and in the Green Labyrinth staff code of conduct.

#### 15. PARENTAL INVOLVEMENT

Green Labyrinth is committed to helping parents/carers understand its responsibility for the welfare of students and our duty of care. Our first priority is the student's welfare and therefore there may be occasions when concerns about a student means that we have to consult other agencies before we contact the parent/carer. The procedures we follow have been laid down by the South West Child Protection Procedures [www.swcppp.org.uk](http://www.swcppp.org.uk), and are in accordance with Swindon Borough Council guidance.

#### 16. TRAINING

**16.1** The designated safeguarding lead and his/her deputy must receive multi-agency child protection training every 2 years. Training is available from the Local Safeguarding Children Board [www.swindonlscb.org.uk](http://www.swindonlscb.org.uk).

**16.2** All staff, both teaching and support, must be provided with child protection training on a regular basis, at least annually. In addition they will regularly updated on key information via email and staff noticeboards.

**16.3** Temporary and supply staff must be made aware of basic information in respect of the Green Labyrinth's child protection procedures, including the name of the designated persons.

**16.4** All new staff must receive child protection training as part of their induction. This will include level 1 training (basic awareness) through the LSCB and in house, unless they have attended training within the last year eg. at a previous school. Volunteers will also receive some basic training

**16.5** Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.

**16.6** The designated safeguarding lead and their deputy should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



**16.7** Training records must be kept up to date, recording the date, focus and level of training received by individuals.

## **17. ROLES OF SAFEGUARDING LEADS**

### **17.1 Role of the Designated Safeguarding Lead:**

- Take lead responsibility in all safeguarding matters.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies
- Act as a source of support, advice and expertise within Green Labyrinth when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with Head teacher, Apprenticeships manager and SLT to inform of any issues/ongoing investigations, and ensure there is always cover for the role.
- Act as the Head Teachers delegate with Local Authority Designated Officer in reporting and managing cases of alleged staff abuse as appropriate and when required.
- Train in how to recognise signs of abuse, and when it is appropriate to make a referral.
- Training should be updated on a 2 year basis.
- Ensure all safeguarding team members have access to appropriate supervision as required.
- Working knowledge in how the Local Safeguarding Children's Board works (until such time as new arrangements are put in place as specified in Working Together to Safeguard Children 2020 comes into effect and then to work collaboratively within those new arrangements), the conduct of case conferences, and be able to attend and contribute to these when necessary
- Ensure all staff have access to and understand Green Labyrinth Safeguarding policy, and to make it available in a range of formats including audible and non-English where requested.
- Ensure all staff have child protection/Safeguarding induction training and are able to recognise and report any concerns as they arise.
- Keep detailed, accurate and secure written records of referrals/concerns.
- Have access to resources and attend relevant or refresher training courses and to update training annually
- Ensure Safeguarding policy is updated and reviewed annually, and following ratifications returned by the governing body to the Local Authority
- Ensure students/parents/carers have access to copies of Green Labyrinth Safeguarding Guidance, which alerts them to the fact that referrals may be made, contact details for the Safeguarding Team, and the role of the establishment.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



- Where a young person leaves an establishment, ensure the file/information is transferred to a new establishment in line with the Working Together to Safeguard Children Guidance.
- Provide annual report to the Board of the Corporation

### 17.2 Role of the Deputy Designated Safeguarding Lead:

- To take responsibility for day to day operational management of safeguarding issues under the direction of the DSL
- Maintain and keep accurate records of all safeguarding cases
- Create effective strategies in conjunction with the DSL to ensure safeguarding is embedded throughout Green Labyrinth

### 17.3 Role of the management board:

- The Management board will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in 'Keeping Children Safe in Education ' September 2020.
- Green Labyrinth will complete the school safeguarding audit, in partnership with Swindon Boroughs designated for safeguarding.
- The Management Board ensure that weaknesses identified; within the annual safeguarding audit; through ongoing monitoring of child protection procedures.
- The designated board member for child protection, in liaison with the designated person, will ensure that Green Labyrinth has a child protection policy and procedures in place, which are known to all members of staff, and updated at least annually.
- The Management Board controls the use of Green Labyrinth premises both within and outside of study programme hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the management board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with LA 'Safeguarding Guidance for Commissioned Extended School Provision and Lettings'.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## 18. EXTRA FAMILIAL ABUSE (PREVIOUSLY KNOWN AS CONTEXTUAL SAFEGUARDING)

Green Labyrinth believes all students have the right to be able to access and enjoy a high quality and rich learning experience that both enhances and increases their life chances. Green Labyrinth serves the needs of students from a range of backgrounds including higher proportions of:

- students from socio-economically deprived areas
- High Needs SEND students
- LAC and Young Carers

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

## 19. IDENTITY CARDS

In order to ensure that anyone accessing Green Labyrinth Campus is provided with a safe environment, it is a requirement that all staff, students and visitors visibly wear ID badges on Green Labyrinth lanyards provided whenever they are out of the classroom environment.

- All teaching staff are required to check their students' ID badges are worn at the start and at the end of all teaching sessions.
- Any student who has forgotten or lost their ID badge must get a Temporary ID from Reception for the day
- Any person not displaying an ID badge will be challenged and possibly exited from the premise.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## 20. E-SAFETY EDUCATION

Green Labyrinth will focus on:

- The skills pupils need to stay safe online
- How their behaviours intentional and unintentional can impact on the wellbeing of others
- The legal implications of their online behaviours
- ensuring staff and volunteers are aware of signs and symptoms of abuse, know the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead;
- exercising our duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- encouraging and supporting parents/carers, working in partnership with them.

*For further information on e-safety at Green Labyrinth please see SP13 - E SAFETY POLICY that runs in conjunction with this policy.*

## 21. SAFER RECRUITMENT

**21.1** Safer recruitment procedures are in line with the current legislation, Keeping Children Safe in Education September 2020. This is where further detail can be found.

**21.2** For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



**APPENDICES**

Appendix 1:

*Green Labyrinth Safeguarding Incident Report*

<div style="text-align: center;"> <p><b>CONFIDENTIAL</b></p> </div> <p style="text-align: center;">Disclosure/Incident/Child Protection Concerns Notification Form</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><input type="checkbox"/>+</td> <td style="width: 15%;">Date:</td> <td style="width: 20%;">Name and Role of person completing Form:</td> <td style="width: 50%;"></td> </tr> <tr> <td></td> <td>Name of Student:</td> <td>Name and Role of person student disclosed to/ reporting CP concerns to:</td> <td></td> </tr> </table> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"> <p style="font-size: small;">Details of Disclosure by Student/Incident/Child protection concerns:</p> </div> <div style="border: 1px solid black; height: 50px; margin-top: 10px;"> <p style="font-size: small;">Actions taken by person(s) above:</p> </div>	<input type="checkbox"/> +	Date:	Name and Role of person completing Form:			Name of Student:	Name and Role of person student disclosed to/ reporting CP concerns to:		<div style="text-align: center;"> <p><b>CONFIDENTIAL</b></p> </div> <p style="text-align: center;">Disclosure/Incident/Child Protection Concerns Notification Form</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Date of notification to Safeguarding Officer:</td> <td style="width: 50%;">Name of Safeguarding Officer:</td> </tr> </table> <div style="border: 1px solid black; height: 100px; margin-top: 10px;"> <p style="font-size: small;">Detail of decision or action by Safeguarding officer:</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 70%;">Is a review needed: Yes/No</td> <td style="width: 30%;">Date for review:</td> </tr> </table> <div style="border: 1px solid black; height: 50px; margin-top: 10px;"> <p style="font-size: small;">Notes of Review:</p> </div>	Date of notification to Safeguarding Officer:	Name of Safeguarding Officer:	Is a review needed: Yes/No	Date for review:
<input type="checkbox"/> +	Date:	Name and Role of person completing Form:											
	Name of Student:	Name and Role of person student disclosed to/ reporting CP concerns to:											
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Is a review needed: Yes/No	Date for review:												

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>





## Appendix 3:

### **Guidance About Joint Investigations (Social Care and Police) which take place in Schools and colleges**

- School/College will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting
- School/College will be informed at this stage whether parents/carers have been informed about the joint investigation taking place
- A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse Investigation Team). The Police will be plain clothed and will attend in an unmarked car.
- The professionals will speak to the child on arrival and establish whether they wish someone from school to be present during the interview
- The interview will be recorded in note form by the Police
- If a disclosure is made, the interview will be stopped and will continue at Gable Cross Police station. This will be a video interview. A member of school staff may accompany the child/young person to the Police station only if required
- There is no requirement for members of school staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes
- The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## Appendix 4:

**Indicators of Abuse** (Taken from Keeping Children safe In Education , September 2020)

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

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

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

<b>Author:</b> L Frankham-Gething
<b>Version/Date:</b> Ver 7/30 <sup>th</sup> August 2020
<b>Review Date:</b> 30 <sup>th</sup> August 2021

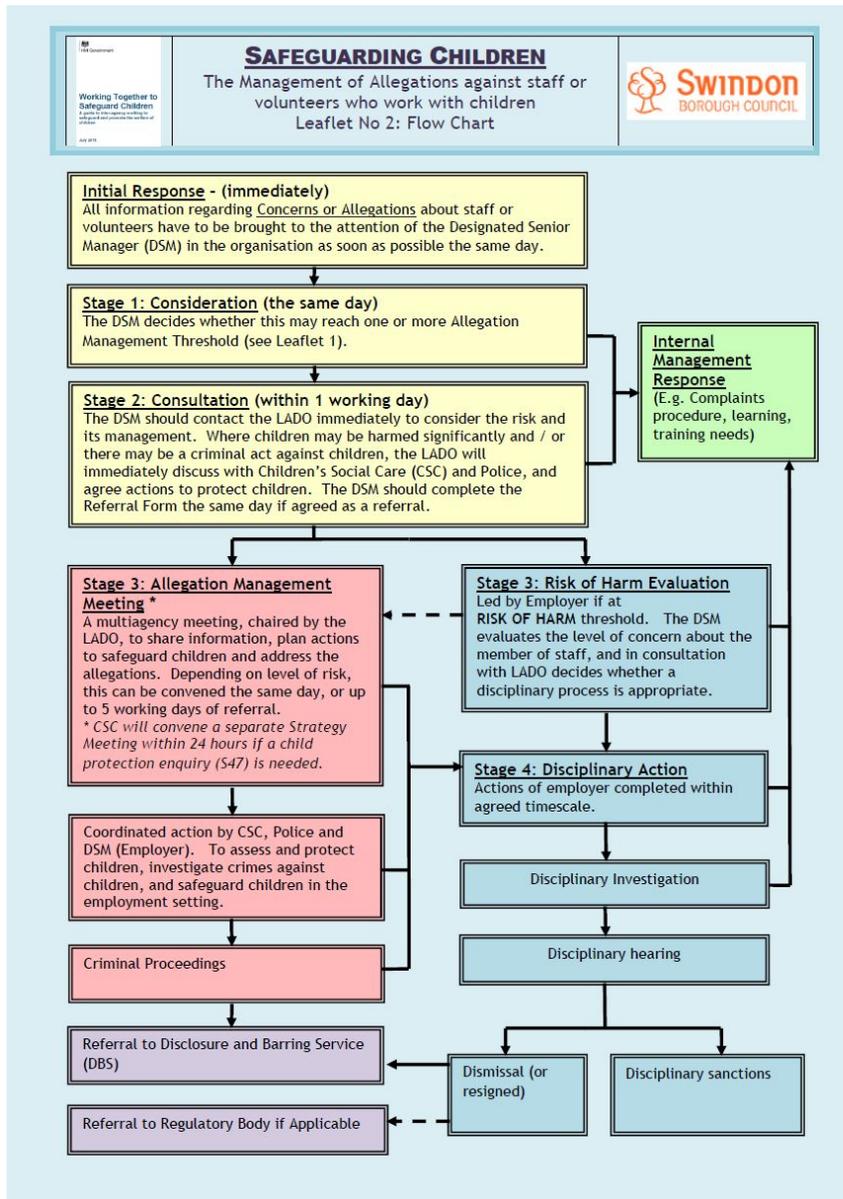


**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

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

<b>Author: L Frankham-Gething</b>
<b>Version/Date:</b> Ver 7/30 <sup>th</sup> August 2020
<b>Review Date:</b> 30 <sup>th</sup> August 2021

Appendix 5:



<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



## **Addendum 1**

### **SAFEGUARDING PROTOCOL FOR CENTRE CLOSURE DUE TO GOVERNMENT LOCKDOWN**

In the instance of a full centre closure, Green Labyrinth will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA). These guidelines may change at any time and Green Labyrinth DSL and SLT will make sure all staff and learners are updated with these changes.

All staff and learners at Green Labyrinth Training will still be required to follow all policies and procedures detailed in the [Q5 SAFEGUARDING AND PROMOTING THE WELFARE OF STUDENTS](#). However, the following changes detailed below will be made.

**DSL and DDSL will be available Monday to Friday 9am till 5pm via email [safeguarding@greenlabyrinth.uk](mailto:safeguarding@greenlabyrinth.uk) or on mobile phone 07914 669397.**

*In a situation where both the DSL and DDSL become unwell and unable to work, another member of the Senior Leadership Team will take responsibility for coordinating safeguarding. In addition, advice and support with regards to Safeguarding children will be available from the Lead Safeguarding Adviser for Education at Swindon Borough Council.*

Arrangements to contact the LADO at the local authority remain unchanged: LADO - phone on 01793 466849 or email at [lado@swindon.gov.uk](mailto:lado@swindon.gov.uk)

#### Vulnerable students

During this time, **vulnerable students** will be identified, and risk assessed to see if they are able to engage in home learning, or if an alternative placement must be found. **Vulnerable students are identified** as having an EHCP (Education, Health and Care Plan), a looked after child or under a Child protection or Child in Need plan. A risk assessment will be completed and sent to the local authority.

*All vulnerable students will be monitored during this time by all staff and the safeguarding team.*

#### Child missing in education

Any learner in the vulnerable category or RAG rated as RED that do not answer Green Labyrinth's contact to them or their parent/carer over a week's period, will be treated as 'Child missing in education' and deemed at risk, therefore the safeguarding team will contact Swindon MASH via phone on 01793 466903 or email

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



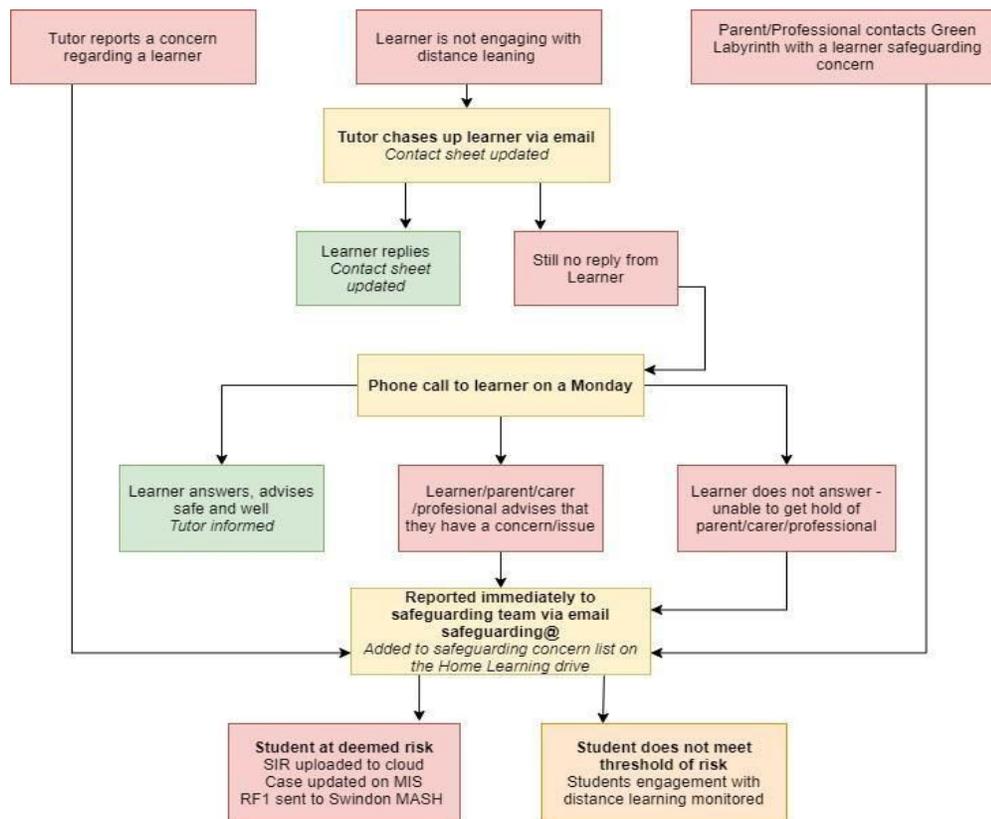
[swindonmash@swindon.gov.uk](mailto:swindonmash@swindon.gov.uk). All other learners would require contact every 3 weeks before action is taken, unless the safeguarding team are advised directly of a concern.

### Peer on Peer abuse

Green Labyrinth's stance on peer and peer abuse still stands, however we will rely heavily on the learner's role in telling us if they are receiving threats from a peer. We would request that learners also contact the police on 101 if they are being threatened online or via the phone and 999 if there is an immediate threat of danger.

### Changes to Green Labyrinth reporting process

Please see workflow below:



### Recording and monitoring of safeguarding concerns

Need to know safeguarding concern details will be shared in the 'Home Learning' folder on google drive. It will advise if the case is open or closed and requires monitoring. Safeguarding Incident forms will be filled in and logged as before.

**Author: L Frankham-Gething**

**Version/Date: Ver 7/30<sup>th</sup> August 2020**

**Review Date: 30<sup>th</sup> August 2021**



Any safeguarding issue that deems the learner, or others, to be at risk will be referred to Swindon MASH via phone on 01793 466903 or email [swindonmash@swindon.gov.uk](mailto:swindonmash@swindon.gov.uk) in line with standard policy. Any learners who are not in the borough of Swindon, then the DSL will action a referral via the correct protocol of that local authority.

#### Learner's moving college

Centre Manager, Head of ALS and DSL are responsible for the transfer of information if a learner moves to another college or another area. Details should include the following as a minimum; Relevant information, reason for vulnerability; if on a EHCP, CIN/ CP and the named social worker; If CLA then the name of the Virtual Head Teacher – for Swindon this is Sonja Joseph [Sjoseph@swindon.gov.uk](mailto:Sjoseph@swindon.gov.uk), all school changes for CLA must have approval of the Virtual Head Teacher. This should be done as soon as practically possible.

#### E-safety for distance learning

The Green Labyrinth e-safety policy can be found [here](#). We advise that, although learners and staff will not be using Green Labyrinth equipment, the same rules apply so all stay safe and not bring any emotional harm to others.

Do not give out personal information such as your name, phone number or address to unknown people online. If you have any concerns regarding contact online that makes you uncomfortable, please tell an appropriate adult or call 101 to discuss with the police.

#### Remote Learning

All learners are offered direct access to their tutors via email. If you are offered learning support via a video call, a tutor will contact a learner on how to, and when to, access the video call.

When accessing a video call, we would expect:

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

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>



- Language must be professional and appropriate, including any family members in the background

### Learner and staff mental health

The fast pace of the changes will and may have an impact on our mental health. Therefore, staff and learners will be sent links to encourage positive mental health.

Staff members will be offered weekly supervision with their manager or an onsite counsellor if required.

Learners will receive weekly email check ins, advising that they can contact Green Labyrinth if they would like support with their mental health. If they require support, a weekly well-being phone call can be offered or a mental health 'check-in' from the on-site counsellor if required.

<b>Author: L Frankham-Gething</b>
<b>Version/Date: Ver 7/30<sup>th</sup> August 2020</b>
<b>Review Date: 30<sup>th</sup> August 2021</b>