

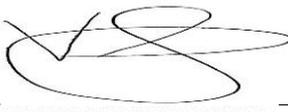


Safeguarding and Child Protection Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	August 2020	Vanessa Leach and Philip Eastman	August 2021

Ratification

Role	Name	Signature	Date
Managing Director	Vanessa Leach		01/09/2020
Business Manager	Philip Eastman		01/09/2020

Details of Policy Updates

Date	Details
01/09/2020	<p>Policy Reviewed as per Annual Commitment</p> <p>Safeguarding definition updated to clarify prevention of impairment of health is both mental and physical, as per amendment to KCSiE 2020 (pg3)</p> <p>Updated all staff's responsibility to include awareness of extra-familial harms (pg 6)</p> <p>Added new paragraph to staff expectations to raise awareness of ACES and poor mental health is an indicator of abuse/harm experienced and to report mental health concerns using the safeguarding reporting process (pg 13)</p> <p>Added when to call the policy, NSPCC guidance to useful links (Appendix D)</p> <p>Updated references to KCSiE from 2019 to 2020</p>

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PART 1: Policy

1. Definitions

Safeguarding is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical 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 Keeping Children Safe in Education (KCSIE), 2020

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

2. Introduction

At **Tute Education** safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. **Everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Tute Education is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by Tute Education will be in accordance with:

- **Current legislation:**

England: Children Act 1989 and 2004; Education Act 2002 and 2011 and Education and Inspection Act 2006

Wales: Working together under the Children Act 2004; Social Services & Well-Being (Wales) Act 2014 – came into force in April 2016

- **Statutory guidance:**

Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2020) is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All Wales Child Protection Procedures 2008, provides a common set of child protection procedures and guidance for multiagency working arrangements and the sharing of information across the network. The new procedures combine the shared knowledge and experience of Wales' 22 Local Safeguarding Boards.

Keep Learners Safe – Education Guidance 2015, is statutory guidance issued by the Welsh Government in which everyone in the education service ensures they have effective systems in place to help keep children and young people safe by creating and maintaining a safe learning environment; identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies; the development of children's understanding, awareness and resilience through the curriculum.

Key documentation, procedures and guidelines are detailed in Appendix A

All staff at **Tute Education** has a role and responsibility to safeguard children and young people attending our online school, irrespective of their role within the school by:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with the organisation's Designated Safeguarding Lead.
- All staff should be aware of the process and principles for sharing information within the organisation.
- All staff should be aware that safeguarding incidents and behaviour can be associated with factors outside the school and/or can occur between children (peer on peer) outside of these environments. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual and criminal exploitation and serious youth violence.
- The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B

This policy should be read in conjunction with the following policies:

- Safer Recruitment
- Allegations
- Teacher Code of Conduct
- E-Safety
- Behaviour Policy

3. Overall Aims

This policy will contribute to the safeguarding of students who use our online education service at **Tute Education** by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the organisation, built on mutual respect, and shared values;
- Teaching children about safeguarding, including online, through teaching and learning opportunities, as part of broad and balance curriculum;
- Alerting staff to the signs and indicators of safeguarding issues;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face by addressing concerns at the earliest possible stage;
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with students, parents, schools, LAs and agencies who use our online education service;

This policy will contribute to supporting the students who use our online education service at **Tute Education** by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

4. Expectations

All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse;
- Record concerns and give the record to the DSL;
- **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

5. Training

- In addition to this policy, **all** staff should read and understand Part One of **Keeping Children Safe in Education (KCSIE) (September 2020)**;
- **All** staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- Whistle blowing procedures will be covered in annual Inset training, so that staff know what to do if they have concerns relating to safeguarding practice within the organisation.
- All training will be effective and comply with the law at all times.
- The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

- The Proprietors will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training will be in line with advice from the Welsh Government, Department of Education and Safeguarding Partnerships.
- **Tute Education** will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- The designated teacher appointed to promote the educational achievement of children in care will undergo appropriate training.
- The DSL will undertake Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.
- Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.
- Tute Education will Learn from Serious Case Reviews (SCRs), Domestic Homicide Reviews (DHRs) and other safeguarding reviews and disseminate and act on audits
- Tute Education will respond to and learn from national and local developments and guidance relating to safeguarding children/vulnerable adults

6. Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a senior member of staff, who undertakes lead responsibility for safeguarding and child protection within the organisation.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

- **Managing referrals** – Contacting other agencies within 24 hours of the report being received. Contacts include, the local authority children’s social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a

person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies and bring parents into the process where appropriate and possible.

- **Undertake Training** to ensure the DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role.
- **Manage safeguarding information** through the collection, monitoring, reporting, reviewing, safe storage and transfer of safeguarding and child protection files in line with company policy.
- **Availability** of the DSL (or a deputy) during term time and school hours needs to be ensured for staff to discuss any safeguarding concerns.

A more detailed description of the role of the DSL is explained in more detail in Keeping Children Safe in Education (2020) – Appendix A

7. The Proprietor

Will ensure that:

- The organisation has a safeguarding policy in accordance with the procedures from the Welsh Government, Department of Education and Safeguarding Partnerships.
- The organisation operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff.
- A member of the organisation’s senior leadership team is appointed as the DSL.
- The DSL attends appropriate refresher training every two years.
- The Director of Teaching & Learning and all other staff who work with children undertake regular safeguarding training.
- All staff are made aware of the organisation’s arrangements for safeguarding and child protection and their responsibilities.
- The organisation remedies any deficiencies or weaknesses brought to its attention without delay.

- The organisation has procedures for dealing with allegations of abuse against staff.
- The proprietor reviews its policies/procedures annually.

8. Creating a Culture of Safeguarding

• Safer Recruitment and Selection

The organisation pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2020) including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS). All recruitment materials will include reference to **Tute Education** commitment to safeguarding and promoting the wellbeing of pupils.

• Staff Support

It is recognised the stressful and traumatic nature of safeguarding and child protection work. **Tute Education** will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

• Whole Organisation Approach

All policies which address issues of power and potential harm, for example anti bullying, equal opportunities will be linked to ensure a whole organisation approach.

The safeguarding policy cannot be separated from the general ethos of the organisation, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

Tute shall take every opportunity to promote safeguarding, creating a culture where safeguarding is at the forefront of our service delivery. Despite children not being directly in our care we will not assume another organisation is taking on responsibility for safeguarding and do everything in our power to safeguard pupils.

9. What Staff Need to Know

All staff need to be aware of the systems within **Tute Education** which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

- Know who is appointed as Tute’s DSL and deputies and how to contact them;
- Read and understand this policy and revisit it annually/or when significantly amended;
- Read Part 1 of Keeping Children Safe in Education (2020);
- Attend safeguarding training;
- Be aware of the organisation’s procedures in order to identify those students in need of early intervention/help and take appropriate action where there are concerns for the welfare and protection of children and young people;
- Know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising the designated safeguarding lead. Staff should never promise a child that they will not tell anyone about an allegation - as this may ultimately not be in the best interests of the child (See Appendix C);
- Report concerns about a child/young person immediately or as soon as it is practicable to the DSL; however, if a child is in immediate danger the DSL would follow our reporting procedures immediately;

- Be aware of signs of abuse or neglect see Appendix E;
- Be aware of whistleblowing procedures to the senior leadership team if they have concerns about safeguarding practices within the organisation. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance can be found at- Advice on whistleblowing
 - Public Concern at Work - PCAW (Charity that supports Whistleblowers
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Report their concerns to the DSL if they think a student may be at risk of radicalisation or involvement in terrorism;
- Be aware that if staff are employed in provision covered by the Childcare Regulations 2009 and fall within the scope of Disqualification under the Childcare Act 2006, they must complete a self-declaration form in addition to the enhanced DBS.
- All staff 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. If you have a mental health concern about a child, staff should report this using safeguarding process and procedures details in Annex B.

10. Key Safeguarding Areas

In addition to the above there are other areas of safeguarding that the organisation has a responsibility to address and these include:

<p>Child Sexual Exploitation (CSE) and Trafficking 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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>	<p>Female Genital Mutilation (FGM) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. (See Keeping Children Safe in Education Appendix A)</p>
<p>All types of bullying including cyberbullying and sexting [Tute Education] has a separate Anti-Bullying policy.</p>	<p>Forced marriage is not the same as an arranged marriage, as it involves coercion and force and a marriage based on free choice. It affects both males and females.</p>
<p>Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or</p>	<p>Gangs and youth violence. Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.</p>

<p>sexuality and is applicable to teenagers engaged in abusive relationships</p>	
<p>Drugs. As part of school's duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Governments drug strategy (2010) to provide information, advice and support to pupils via the curriculum</p>	<p>Fabricated or induced illness. This supplementary guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them</p>
<p>Child and Adolescent Mental Health. Good mental health and resilience are fundamental to our children's physical health, relationships, education and to achieving their potential.</p>	<p>Faith abuse. The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.</p>
<p>Radicalisation: The organisation is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individual who may be drawn into terrorism, violent or non-violent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the school.</p>	<p>Private Fostering is essentially arrangements made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.</p> <p>[Any School/Organisation] has a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.</p>

<p>Online Sexual Abuse The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.</p>	<p>Attendance Schools, including Academies and Free Schools, must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals in which they will inform local authorities of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. Schools must also notify the authority if a pupil is to be deleted from the admission register in certain circumstances. Pupils who remain on a school roll are not necessarily missing education but schools should monitor attendance and address it when it is poor. Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Where reasonably possible schools and colleges should hold more than one emergency contact number for their pupils and students.</p>
<p>Upskirting 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. It is now a criminal offence.</p>	<p>Serious Violence All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.</p>

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education - Appendix A (2020).

Part 2: Procedures

1. Reporting Concerns

The procedure to respond to a concern about a child is detailed in Appendix B.

2. Multi Agency Working

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to the schools and or LAs DSL who will investigate Tute Education's concerns raised via the incident report and escalate further by taking the appropriate actions i.e. reporting to their local Safeguarding Partnerships.

3. FGM Reporting Guidance (if this is disclosed during a Tute Education online lesson)

- **Mandatory reporting of known cases:**

Tute Education will contact the student's Designated Safeguarding Lead (DSL) at their school and or Local Education Authority. If the student is in immediate risk of harm, Tute's DSL will Phone 101 or 999.

4. Children Missing from Education

Tute Education provide automated daily non-attendance emails to all organisations who use our online services and will contact schools and LAs and report persistent absenteeism.

5. Sharing of Information

The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do, such as where safety may be at risk. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the

safety of children, if unsure staff should contact the DSL to discuss. Tute's DSL will share safeguarding concerns to schools / organisations with the schools / organisations appropriate DSL or link contact if not specified. The information will be completed on a Tute Incident Report and sent using secure encryption email.

Appendix A

Key Documentation, procedures and guidance

- “Keeping Children Safe in Education” (2020)
- “GDPR and Data Protection Act” (2018)
- “What to do if you’re worried a child is being abused” (2015),
- “Working Together to Safeguard Children” (2018)
- “Prevent Duty Guidance for England and Wales” (2015).
- “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
- The Teachers’ Standards 2012
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Multi-agency statutory guidance on female genital mutilation (2016)
- Disqualification under the Childcare Act 2006 (2015)

Appendix B

Safeguarding process

Please click the below link to the safeguarding process:



Tute Safeguarding
Process.pdf

[Link to Document](#)

If you experience any difficulties obtaining a copy of our process, please contact safeguarding@tute.com and a Tute representative will send a copy.

Appendix C

safeguarding

key information

It is everyone's responsibility to safeguard and promote the welfare of children and young people.

GOOD PRACTICE GUIDE

<p>TREAT all children and young people with respect</p>	<p>AVOID inappropriate conduct in speech or action</p>
<p>RESPECT the rights of individuals to privacy and dignity</p>	<p>CHALLENGE unacceptable behaviour</p>
<p>BE CAUTIOUS when discussing sensitive issues with children and young people</p>	<p>ENSURE that you have read all policies and procedures and ask questions if you are unsure about anything</p>

SAFEGUARDING CONTACTS

<p>Vanessa Leach Designated Safeguarding Lead and Managing Director vanessa.leach@tute.com safeguarding@tute.com</p>	<p>Phil Eastman Deputy Designated Safeguarding Lead and Business Manager phil.eastman@tute.com safeguarding@tute.com</p>	<p>Carol Skitt Head of Human Resources and Compliance carol.skitt@tute.com safeguarding@tute.com</p>
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USEFUL LINKS

Safeguarding folder in OneDrive Tute Team folder
 Keeping Children Safe in Education (2018)
 The Children Act (1989) (2004)
 Working Together to Safeguard Children (2018)
<https://www.nspcc.org.uk/>
<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/wales/legislation-policy-guidance/>
<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/>

RESPONDING TO DISCLOSURE

DO	DO NOT
Listen and continue to listen	Question or investigate
Explain what will happen next	Pass judgement or draw conclusions
Report all allegations/suspicions to Tute's DSL	Promise confidentiality
Record details accurately on the incident log within the hour	Communicate privately with children or young people
Keep yourself safe	Inform by insecure email
Log out of the platform and lock laptops when not in use	Keep concerns about other adults to yourself
Always believe that children and young people are telling the truth	Discourage children or young people who want to talk to you about attitudes or behaviour of others
Make yourself aware of the indicators of the four categories of abuse: physical, emotional, sexual, neglect. Also FGM, child sexual exploitation, drug abuse and the PREVENT duty	Look shocked or show distasteful about what a child or young person is telling you

Appendix D

Useful Links

- Safeguarding folder in OneDrive Tute Team folder
- <https://www.nspcc.org.uk/>
- <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/wales/legislation-policy-guidance/>
- <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/>
- <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Appendix E

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

<p>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.</p>	<p>Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also</p>
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	include neglect of, or unresponsiveness to, a child's basic emotional needs.
<p>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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p>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 participating in normal social interaction. It may 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.</p>

<p>County Lines: a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas with the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.</p>	<p>Child Criminal Exploitation: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
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