

Chelmsford North (Beaulieu Limited)

# Child Protection & Safeguarding Policy

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## Policy Statement 2023/24

### **“Safeguarding is Everyone’s Responsibility.”**

Kip McGrath Chelmsford North (Beaulieu Limited) aims to offer a safe environment in which children can learn and develop. Children, young people, and vulnerable adults involved in education programmes have the right to protection from harm. Education Centres UK will seek to ensure the safety and protection of all children, young people, and vulnerable adults involved in its activities through adherence to this Child Protection Statement.

Kip McGrath Chelmsford North, shall take every opportunity to promote safeguarding, creating a culture where safeguarding is at the forefront of our service delivery. We will not assume another organisation is taking on responsibility for safeguarding and do everything in our power to safeguard children and young people who use our services.

The purpose of this policy is to provide all of our staff at Beaulieu Limited with the framework they need in order to keep children safe and secure from harm at our education centre. The policy also informs those adults responsible for our tutees how we will safeguard their children whilst they are in our care.

## Key Personnel

### Kip McGrath Chelmsford North (Beaulieu Limited)

- Designated Safeguarding Lead (DSL): Tim Horton
- Deputy Designated Safeguarding Lead (DDSL): Mark Arrowsmith
- Telephone: 01245 466067
- Email: [chelmsfordnorth@kipmcgrath.co.uk](mailto:chelmsfordnorth@kipmcgrath.co.uk)
- Centre directors: Tim Horton & Mark Arrowsmith

### Kip McGrath Education Centres (KMEC) Head Office (HO) UK

- CEO UK – Jackie Burrows
- Telephone: 01452 382282
- Email: [ukandirelandheadoffice@kipmcgrath.co.uk](mailto:ukandirelandheadoffice@kipmcgrath.co.uk)
- Business Development Manager – Shannon Kelly
- Telephone: 01452 382282
- Email: [shannon.kelly@kipmcgrath.co.uk](mailto:shannon.kelly@kipmcgrath.co.uk)

## Terminology

**Safeguarding and promoting the welfare of children** are defined as: -

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;
- preventing the impairment of children's mental and physical health or development.

Additional terms: -

- Child protection is a part of safeguarding and promoting their welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- Early help means providing support as soon as any needs emerge at any point in a child's life.
- Staff refers to all of those working for Kip McGrath Chelmsford North.
- Child(ren) includes everyone under the age of 18 who attends Kip McGrath Chelmsford North.
- Parents refers to all adults who are in a parenting or care role.
- Social Care refers to Children's Services in the area in which the child is resident.
- C-SPA refers to the Children's Single Point of Access and Child Protection Consultation Line.
- DSL refers to the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (DDSL).
- Vulnerable adults are defined as any person aged 18 or over who is, or may be in need of community care services by reason of mental, physical or learning difficulty, age or illness; a vulnerable adult is, or may be, unable to take care of or protect themselves against significant harm or serious exploitation.

## Abbreviations

The following abbreviations are used in this Policy: -

- BDM – Business Development Manager (Head Office).
- DBS – Disclosure and Barring Service.
- DSL – Designated Safeguarding Lead.
- LADO – Local Authority Designated Officer.
- PVG – Protection of Vulnerable Groups.
- UKHO – United Kingdom Head Office.
- KMEC – Kip McGrath Education Centres.
- DfE – Department for Education.
- MARAC – Multi-Agency Risk Assessment Conference.
- HSB – Harmful sexual behaviour.

## Introduction

The following safeguarding legislation and guidance has been considered, including the principles established by the Children Acts 1989 and 2004, when drafting this policy: -

- **Keeping Children Safe in Education KCSIE 2023 (DfE September 2023)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)
- **Working Together to Safeguard Children (Working Together to Safeguard Children July 2018)**  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- **Filtering and Monitoring Standards / Cyber Security Standards**  
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>
- **SEND Code of Practice**  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **The Teacher Standards (July 2011, introduction updated June 2013)**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1040274/TeachersStandards\\_Dec\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/TeachersStandards_Dec_2021.pdf)
- **Section 175 of the Education Act 2002 (as amended) (Section 175 of the Education Act 2002 came into effect on the 1st June 2004)**  
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- **The Safeguarding Vulnerable Groups Act 2006**  
<https://www.legislation.gov.uk/ukpga/2006/47/contents>
- **Criminal Exploitation of Children and Vulnerable adults (County Lines)**  
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- **What to do if you are worried a child is being abused – Advice for Practitioners 2015**  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- **Early Years Foundation Stage Statutory Framework (2021)**  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **The Equality Act 2010**  
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- **FGM Act 2003 Mandatory Reporting Guidance 2020**  
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- **Essex Safeguarding Children Board (ESCB) Southend, Essex, Thurrock (SET) Child Protection and Safeguarding Procedures**  
<https://www.escb.co.uk/media/2739/set-procedures-may2022.pdf>
- **Essex County Council (ECC) Education Safeguarding Team**  
email: [educationsafeguarding@essex.gov.uk](mailto:educationsafeguarding@essex.gov.uk)
- **MARAC (Essex)**  
email: [educationmarac@essex.gov.uk](mailto:educationmarac@essex.gov.uk)

## Safeguarding - further reading

This policy should be read in conjunction with the following Kip McGrath Chelmsford North documentation: -

- Safer Recruitment policy.
- Staff Handbook (which includes: the behaviour policy; staff code of conduct; health & safety guidelines).



## Key Principles

The welfare and protection of children, young people and vulnerable adults who are students of Kip McGrath Chelmsford North must be the first consideration of every person involved in the provision of Kip McGrath education programmes.

Those involved in the provision of education programmes will have close contact with children, young people and vulnerable adults and are in a good position to observe signs of possible abuse, changes in behaviour or failure to perform or develop as expected. They may also receive disclosure from a student that they have been abused.

Kip McGrath Education Centres UK and its franchisees will practise safe recruitment in checking the suitability of centre personnel to work with children, young people and vulnerable adults.

Kip McGrath Education Centres UK and its franchisees will raise awareness of child protection issues so that every person involved in the provision of education programmes understands their moral obligation to protect children, young people and vulnerable adults from harm, abuse and exploitation.

Kip McGrath Education Centres UK have adopted a Code of Conduct which every person involved in the provision of education programmes must comply with. Please refer to appendices.

Every person involved in the provision of education programmes has a responsibility to be aware of the procedures to follow should a disclosure of abuse be made to them or if they have concerns that a child, young person, or vulnerable adult is being abused. If abuse is suspected the procedures outlined in this policy should be commenced without delay.

Abuse occurs across peers, genders, cultures, racial and religious groups. Franchisees and their centre personnel have a responsibility to be sensitive to and respectful of ethnic and cultural backgrounds – however, these factors must not be used as a reason for non-intervention.

Kip McGrath Education Centres UK and its Franchisees will endeavour to keep up to date with national developments relating to the care and protection of children, young people and vulnerable adults and will amend this policy as may be appropriate to comply with current best practice. The next review date will be the 1st of September 2024 (unless any new laws or guidance have changed before this date) and will be carried out by the centre directors.

Kip McGrath Education Centres UK has adopted Child Protection Procedures to protect children, young people and vulnerable adults involved in Kip McGrath Education programmes. The procedures are set out later in this policy.

The stressful and traumatic nature of safeguarding and child protection work is recognized by Kip McGrath Education Centres. Kip McGrath Chelmsford North will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead (DSL) and to seek further support as appropriate.

## Prevention / Protection

Kip McGrath Chelmsford North recognises it plays a significant part in the prevention of harm to our students. It will establish and maintain an ethos where all students: -

- feel safe and secure;
- are able to talk and always listened to;
- know they can access a trained adult whom they can approach if they are worried or in difficulty.

In addition, Kip McGrath Chelmsford North will: -

- provide enhanced regular training, to ensure all staff have the expertise to respond to the signs, symptoms and patterns typical of adult, child-on-child abuse and harmful sexual behaviours;
- provide a clear set of values and standards, underpinned by the centre's behaviour policy;
- engage with specialist support and interventions when appropriate;
- ensure all staff are aware of the Kip McGrath Education Centre guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies, their associated risks and professional expectations.

## Types of Abuse

Preventing harm and getting the child to immediate safety is the first priority. Kip McGrath Education Centres UK recognises the following terms as definitions of abuse: -

### *Physical abuse*

When an adult, or sometimes an older child, deliberately injure a child or fail to prevent physical injury (or suffering) to a child. In addition to physical injury this includes giving a child alcohol, drugs, and other substances.

### *Neglect*

When parents fail to meet a child's basic needs for food, warmth, clothing, or medical attention or fail to protect the child from exposure to danger. Neglected children may be withdrawn or very aggressive and may develop health problems such as non-organic failure to thrive. This can include self-neglect.

### *Sexual abuse*

When an adult, or sometimes an older child, uses a child for sexual gratification. This might mean touching a child in a sexual way, forcing a child to carry out sexual acts, deliberately showing a child adult pornographic videos or magazines and filming or photographing children in a sexual way. Both boys and girls are sexually abused, and it can happen to very young children as well as older ones. The child may be dependent or developmentally immature or have greater knowledge than anticipated of a child of their age.

### *Emotional or psychological abuse*

When parents continuously fail to show love and affection to a child causing the child severe adverse side effects on emotional and behavioural development. This might include sarcasm, threats, criticism, yelling and taunting. This can also include unnecessary pressure on children to perform or meet parental expectations. All abuse involves some emotional ill treatment.

### *Child-on-child or peer-on-peer abuse*

All forms of child-on-child abuse are unacceptable. It is recognised that it is more likely that girls will be victims and boys perpetrators. There are many different forms of child-on-child abuse Child-on-child abuse and most likely to include, but may not be limited to: -

### *Bullying*

Bullying can take many forms, including cyberbullying or online bullying; prejudice-based and discriminatory bullying; abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').

### *Discriminatory abuse*

Discriminatory abuse is the unequal treatment of an individual based on age, disability, gender and gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

### *Institutional abuse*

Organisational or institutional abuse is the mistreatment of people typically in their workplace brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting.

### *Financial or material abuse*

Financial or material abuse involves the control of money or resources, and is done to limit a person's freedom. Examples of this can include: theft. fraud. scams including internet and doorstep crime.

### *Physical abuse*

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

### *Sexual violence*

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

assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school staff are supported and protected as appropriate.

#### *Sexual harassment*

Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

#### *Sexual activity without consent*

causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

#### *Consensual and non-consensual sharing of sexual imagery*

consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as 'sexting' or 'youth produced sexual imagery') UKCIS guidance: Sharing nudes and semi-nudes advice for education settings.

#### *'Upskirting'*

which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

#### *Initiation or 'hazing'*

Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## Child abduction and community safety incidents

The unauthorised removal or retention of children can be committed by relatives and any member of the wider community. Children should be allowed to become more independent as they become older but should also be given clear advice on how to keep themselves safe.

Further information on outdoors-safety can be found at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [clevernevergoes.org](http://clevernevergoes.org)

## Child Criminal Exploitation (CCE) and Child sexual exploitation (CSE)

Exploitation of children and young people can take many forms. The exploitation of abuse will often be the result of what the victim needs or wants and it will also often be to the financial benefit, or increased status, of the offender.

There are several factors which can make a child vulnerable to both criminal and sexual exploitation, Children may: -

- appear with unexplained gifts, money or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse alcohol and other drugs.
- go missing for periods of time or regularly come home late, and regularly miss school or education or do not take part in education.
- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond their sexual development age or become pregnant.

Further information on child exploitation can be found: Child sexual exploitation: guide for practitioners.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

## County lines

“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.” Keeping Children Safe in Education 2023, DfE.

Children can be exploited via county lines from any location and they are often targeted through social media. Children are often threatened with serious violence towards them and their families if they try to leave the county lines network.

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#) and The Children's Society [County Lines Toolkit For Professionals](#)

## Absent children and arrangements for when pupils are absent from lessons.

All staff at Kip McGrath should be aware of the centre's student absence procedure which is to contact the DSL / Centre manager and arrange for parents/carers to be contacted immediately via telephone and/or email, with the intent to ascertain why the child did not attend and when they are next scheduled to attend.

## Children and the court system

Children can often find themselves in court when they are asked to give evidence in criminal courts or act as witness for crimes they have witnessed. The Ministry of Justice and The Children and Family Court Advisory Support Services (Cafcass) offer support and guidance for parents and carers when these situations arise.

## Children who are absent from education

Children who are frequently absent from school or for long periods of time can indicate a cause for concern in terms of safeguarding. This may include sexual abuse, sexual exploitation and child criminal exploitation. Mental health problems, substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM), so-called 'honour'-based abuse risk of forced marriages.

## Children with family members in prison

The National Information Centre on Children of Offenders (NICCO) has information designed to support professionals working with offenders and their families, to help lower the negative consequences for those children involved.

## Cybercrime

Crimes or criminal activity committed using computers and the internet can be cyber-enabled (offline or can be carried-out online) or cyber-dependent (crimes that can only be committed with a computer).

Some examples of cybercrime can include: -

- Unauthorised access to computers or 'hacking';
- Denial of Service (DoS) attacks, designed to make websites or networks unavailable;
- Making, supplying or obtaining malware with the intent to commit further offences.

More information on cybercrime can be found at the National Cyber Security Centre – [NCSC.GOV.UK](#)

## Domestic abuse

All children can witness and be affected by domestic abuse. It can have a long-lasting emotional and psychological impact on children. Types of domestic abuse include: -

- Intimate partner violence;
- Abuse by family members;
- Teenage relationship abuse (young people in intimate relationships);
- Child-to-parent abuse.

As with any person under 18 and where there are any concerns about their wellbeing, child safeguarding procedures should be followed and both victims and young perpetrators should be offered support.

## Operation Encompass

Police forces across England work with schools with the purpose of providing relevant practical and emotional support to children. For example and in the case of domestic abuse when the police are called, they will inform the designated safeguarding lead at the child(ren)'s school; the DSL can then put in provision to support the child(ren)'s needs.

Operation Encompass provides advice for staff member from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 08:00 to 13:00, Monday to Friday on 0204 513 9990.

### National Domestic Abuse Helpline

The National Domestic Abuse Helpline, run by the Refuge organisation, can be called at anytime on 0808 2000 247 with guidance and support for those concerned about others who may be affected by domestic abuse.

Additional information on identifying children affected by domestic abuse can be obtained from: -

NSPCC – UK Domestic-abuse Signs Symptoms Effects; Home Office: Operation Encompass.

## Homelessness

Councils in England have a legal duty to support those who are homeless, or at risk of becoming homeless, in such a way that they receive the necessary information on how they keep their existing accommodation or seek a new place to live.

The prospect of being homeless or being homeless is a serious risk to a child's welfare. The DSL should be in contact with the Local Housing Authority so that they can raise concerns as soon as possible.

Older children, 16-17 years of age, may be living independently from their parents or carers and usually require a different level of support. The DSL should be in contact with the Local Authority children's social care. The Department for Levelling Up, Housing and Communities have published statutory guidance on the provision of accommodation for 16-17 years olds who may be homeless and/or require accommodation: -

<https://www.gov.uk/government/publications/provision-of-accommodation-for-16-and-17-year-olds-who-may-be-homeless-and-or-require-accommodation>

## Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England [Every Mind Matters](#) for links to all materials and lesson plans. <sup>147</sup> has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See

## Modern slavery

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

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

## Preventing radicalisation

As with other forms of harm and abuse, Kip McGrath should safeguard its students from extremist ideology and radicalisation.

The government's definitions for extremism, radicalisation and terrorism are as follows: -

### *Extremism*

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

### *Radicalisation*

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

### *Terrorism*

is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

## The Prevent duty

The Prevent duty in conjunction with the Counter-Terrorism and Security Act 2015 is in place to prevent people from being drawn into terrorism.

It is Kip McGrath's obligation to incorporate this duty into its wider safeguarding practices and the DSL will make a Prevent referral if there are any concerns about any students in this regard.

See Prevent Duty and Guidance: England and Wales for further information:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

## Channel

Those who might be susceptible to being drawn into terrorism and referred by Prevent, may be passed to a multi-agency panel known as Channel. The panel will assess and discuss next steps for the individual who might be at risk of becoming involved with terrorism.



### Sexual violence and sexual harassment

Both sexual violence and sexual harassment can occur between anyone and of any age within educational settings, including online.

It is highly likely that victims of sexual violence and sexual harassment will be distressed by any incidents involving these forms of abuse and will also find that this has a negative impact on their educational progress.

It is essential that all victims are supported to the fullest extent possible.

### Serious violence / violent crime

Indicators that children might be at risk of being involved with serious violent crime are: -

- Absence from school.
- Friendship groups with older children.
- A noticeable decline in academic attainment.
- Self-harm / unexplained injuries.
- Unexplained gifts or possessions which might suggest criminal networks or gangs may have approached them and the child is also at risk of criminal exploitation.

The following factors may suggest a child is more likely to be at risk of being involved with serious violent crime if they are: -

- male;
- have been frequently absent or permanently excluded from school;
- have experienced child maltreatment;
- have been involved with theft and/or robbery.

Violence can often be more prevalent in the hours before or after an education setting opens and closes.

More information and guidance on serious violent crime can be found in the Home Office's Serious Violence Strategy

<https://www.gov.uk/government/publications/serious-violence-strategy>

## So-called 'honour'-based abuse (HBA) (including Female Genital Mutilation (FGM) and forced marriage)

These are crimes which have been committed to protect the honour of the family and/or community which include practices such as breast ironing, forced marriage and female genital mutilation (FGM). The nature of these crimes often involves more than one perpetrator.

If a member of staff has a concern regarding a child who might be at risk of HBA or who has experienced it, they should speak to the DSL, who will then run the safeguarding procedure. In the case of FGM, staff have to follow a different approach (see next paragraph).

### FGM

FGM is a procedure which removes part of or the whole of the external female genitalia or other injury to the genital organs. It is illegal in the UK and a form of child-abuse with long-lasting harmful effects on the child.

### FGM mandatory reporting duty for staff

Since section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on staff to report to the police if they discover a child to have suffered from FGM, either through disclosure or visual evidence. If in doubt, staff should discuss with the DSL.

Further information can be found in the <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> and the FGM resource pack. <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

### Forced marriage

A forced marriage is one entered into without the consent of one of both parties and is illegal in the UK. Victims are often threatened or coerced into the marriage if they do not comply.

Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteen birthday, even if violence, threats or other form of coercion are not used.

The Forced Marriage Unit (FMU) has created Multi-agency practice guidelines for handling cases of forced marriage: <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible>

# Child Protection Procedures

## Recruitment Policy

Kip McGrath Chelmsford North is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. To support Franchisees with the recruitment process, it is recommended that the DSL and any other staff involved in recruitment undertake a Safer Recruitment Training course.

Kip McGrath operates a safer recruitment procedure in line with KCSIE 2023, including statutory checks on staff suitability to work with children.

When undertaking any recruitment process, Kip McGrath Education Centres UK and its Franchisees will take the following steps: -

1. All job descriptions and person specifications will include a specific reference to suitability to work with children and young people and refer to the responsibility for safeguarding and promoting the welfare of children and young people. At least one person other than the DSL should review these prior to posting the advert.
2. Comprehensive information from applicants will be obtained and scrutinised and any discrepancies or anomalies will be investigated and resolved.
3. A minimum of two independent professional and character references (including at least one from the applicant's previous employer) relating to an applicant's suitability to work with children and young people will be obtained. These references cannot be generic and must be written specifically to and in relation to the relevant vacancy.
4. A face to face (or virtual alternative) interview will be held with all successful applicants prior to engagement. Questions on Safeguarding will form a key part of the interview.
5. The identity, qualifications and previous employment history of the successful applicant will be verified before appointment.
6. A check will be made to confirm the right of the successful applicant to work in the United Kingdom before appointment.
7. Where the successful applicant has lived outside the United Kingdom, such further checks as are considered appropriate will be carried out before appointment.
8. A check of the relevant mandatory lists (set out below) and a disclosure (currently DBS/PVG or regional alternatives) check will be carried out in respect of the successful applicant before appointment and the applicant will be informed of this in advance.
9. Any offer of employment or engagement will be made conditional upon the satisfactory completion of the above checks and verifications.
10. This process will be undertaken regardless of whether the candidate has previous experience at a Kip McGrath Education Centre.
11. Ideally, multiple candidates should be interviewed, and the position filled prior to the role becoming a necessity in order to prevent an unsuitable candidate.

Kip McGrath Education Centres will ensure that an individual will not be recruited to work at the centre, or online, where they are named on any of the following lists. An individual who is appointed and subsequently found to be named on any of these lists will be removed from the position immediately: -

- The Protection of Children Act (PoCA) List (England and Wales).
- Children's Barred List (England and Wales).
- The Protection of Vulnerable Adults (POVA) List (England and Wales).
- The Disqualified from Working with Children List (DWCL -Scotland).
- The Disqualification from Working with Children List (Northern Ireland).
- The Disqualification from Working with Vulnerable Adults List (Northern Ireland).

An individual will be referred to the appropriate List where the grounds for referral under the Acts are met.

A disclosure check will be carried out on all new franchisees and further disclosure checks will be carried out periodically during their tenure (disclosure checks being conducted in accordance with the relevant legislation in force from time to time; currently via the Disclosure Barring Service (DBS) in England, Wales and Northern Ireland and by Disclosure Scotland (PVG) in Scotland.

**Franchisees must obtain a DBS check for all centre personnel prior to their engagement.**

Kip McGrath Education Centres UK has a zero-tolerance policy towards employing or engaging centre personnel in centres before DBS disclosure is obtained and Franchisees must adopt the same policy. No member of centre should start work before a satisfactory DBS disclosure check has been carried out by the Franchisee.

Kip McGrath will inform shortlisted candidates that online searches (public available information i.e. social media platforms) may be done as part of due diligence checks.

### [Continual Protection and Awareness](#)

In line with Child Protection legislation and guidance Kip McGrath Education Centres have a duty to: -

- complete the Introduction to and/or Further Child Protection accreditation (Minimum Level 1 Certification) and Prevent certification by all staff working directly with students.
- undertake and implement an action plan and risk assessment upon any Centre Personnel being alerted to any issues or concerns in a child's life.
- implement Chelmsford North's policy and procedures to safeguard children.
- have a DSL (Level 3 Certification) available or contactable every time the centre is tutoring children.

### [Procedures to minimise the risk of child-on-child / peer-on-peer abuse](#)

The DSL logs concerns about students, which is used to identify trends. If these trends lead to an increased risk to the students, the DSL will create a risk assessment or address the problem.

Staff and students understand that there is a zero-tolerance policy for sexual violence and sexual harassment. This includes statements which are used as banter. The phrase 'Boys will be Boys' is not an acceptable excuse of an explanation for inappropriate behaviour.

## Responding to reports of sexual violence and sexual harassment

Children making a report of sexual violence or sexual harassment including “upskirting” (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance. The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection. Staff taking the report will inform the DSL or the Deputy DSL immediately and will never promise confidentiality. Parents or carers should usually be informed unless this would put the child at greater risk.

## Awareness of actual or likely occurrence of abuse

There are several ways in which abuse becomes apparent: -

- A victim discloses abuse.
- Someone else discloses that a student has told them, or that they strongly believe a student has been or is being abused.
- A colleague’s behaviour or the way in which they relate to a student causes concern.
- A student may show signs of physical injury for which there appears to be no satisfactory explanation.

A student’s behaviour may indicate that it is likely that they are being abused. Examples of this include: -

- self-harming behaviour;
- impulsive and aggressive behaviour;
- destruction of property;
- developmental regression, including wetting, soiling, and child-like behaviour in older children;
- irritability or intolerance of others;
- withdrawn behaviour;
- difficulties with trust;
- problems relating to others or developing relationships;
- lack of interpersonal boundaries;
- Isolation and sense of alienation;
- actively seeking risk or danger;
- not showing autonomy or initiative (overtly dependent);
- disinhibited and anti-social behaviour;
- denial, minimising or defending the abuser.
- diminished concentration and fractured memory;
- experiences self-blame and low self-esteem;
- low expectations and motivations;
- an eating disorder and/or mental health issues;
- general health issues;
- chronic fatigue, problems sleeping, nightmares;
- mood swings, aggression, and hyper-sensitivity;
- flashbacks as to what has happened;
- difficulties with social and personal relationships;
- physical symptoms such as migraines, IBS, stomach pains, vomiting;
- substance misuse occurs;
- Poor attendance of a student, or a student going missing.

This list is not limited to the above. Any severe changes in behaviour or personal situations can be signifiers of abuse.

## Racist Incidents

Racist incidents are acknowledged in this policy, the school's anti-bullying policy and Prevent strategy. Kip McGrath acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents in CPOMS.

## Prevent: Radicalisation, Extremism and Terrorism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

*Extremism* is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.' We also include in our definition of extremism calls for the death of members of our armed forces.

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

*Terrorism* is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with 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.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline. Kip McGrath is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

Kip McGrath seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The DSL should report concerns that a child may be at risk of radicalisation or involvement in terrorism, use the Prevent referral form appendices to refer cases by e-mail to <https://www.escb.co.uk/working-with-children/radicalisation/>. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought, dial 101 or call 0345 6037627 and ask to speak to the Prevent Supervisor at the Essex Safeguarding children's board that has also set up a dedicated telephone helpline for staff.

The NSPCC radicalisation helpline supports adults who have concerns about children and young people being radicalised or who need advice on how to talk to their children about issues related to terrorism. Telephone: 0808 800 5000.

School staff receive training to help identify early signs of radicalisation and extremism.

The Designated Safeguarding Lead (DSL) will assess the level of risk within the education centre and put actions in place to reduce that risk. Risk assessment may include, due diligence checks for external speakers and private hire of facilities, anti-bullying policy and other issues specific to the education centre's ethos and community.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Further information and a list of such indicators can be found at Radicalisation and Extremism - Examples and Behavioural Traits ([educateagainsthate.com](http://educateagainsthate.com)) and Actions Counter Terrorism ACT Early: <https://actearly.uk/>

## Prevent Duty Policy

### Introduction

At Kip McGrath Education Centre, we are committed to safeguarding and promoting the welfare of all our learners. As part of this commitment, we adhere to the Prevent Duty, which is a government strategy aimed at preventing people from being drawn into terrorism or extremist ideologies.

### Scope

This policy applies to all staff members working at Kip McGrath Education Centre, including tutors, administrative staff, and management. The Designated Safeguarding Leads (DSL) responsible for implementing this policy are Tim Horton and Mark Arrowsmith.

### Objectives

The objectives of our Prevent Duty policy are as follows:

- a. To raise awareness among staff about the risks of radicalization and extremism.
- b. To provide guidance on how to identify signs of vulnerability to radicalization.
- c. To ensure appropriate measures are in place to safeguard learners from extremist influences.
- d. To promote a culture of inclusivity and tolerance within our education centre.

### Responsibilities

#### a. Designated Safeguarding Leads (DSL):

Tim Horton and Mark Arrowsmith are responsible for overseeing the implementation of the Prevent Duty policy.

They will provide guidance and support to staff members on Prevent-related matters.

They will ensure that staff receive adequate training on identifying and responding to signs of radicalization.

#### b. All Staff Members:

All staff members are required to familiarize themselves with this policy and comply with its requirements.

Staff members must report any concerns about radicalization or extremism to the DSLs immediately.

Staff members should actively promote British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance.

### Training

All staff members will receive training on Prevent Duty as part of their induction process.

Refresher training will be provided annually to ensure staff members remain vigilant and up-to-date with current guidance.

### Risk Assessment and Referral

If a staff member identifies any concerns about a learner's vulnerability to radicalization or extremism, they must complete the Prevent referral form (Appendix H) and submit it to the DSLs.

The DSLs will assess the risk and take appropriate action in accordance with local safeguarding procedures.

#### Monitoring and Review

This policy will be reviewed annually by the DSLs to ensure it remains effective and compliant with current guidance.

Any updates or changes to the policy will be communicated to all staff members in a timely manner.

#### Appendix H: Prevent Referral Form

The Prevent referral form (Appendix H) should be used by staff members to report any concerns about radicalization or extremism. This form will be made available to all staff members and should be submitted to the DSLs for further action.

This Prevent Duty policy is intended to provide a framework for safeguarding learners from the risks of radicalization and extremism. By working together and remaining vigilant, we can create a safe and inclusive learning environment for all our learners.



## Procedures for responding to concerns about abuse and neglect

Each centre has a designated Safeguarding Lead (DSL). This will be the Franchise Owner of the centre in question or another person who is appointed as a DSL by the Franchise Owner with appropriate safeguarding checks and training to perform the role. It is the DSL's role to monitor and implement this policy and deal with reports of abuse/neglect. The reporting procedure differs depending upon the role of the person making the report. In the event of an allegation being made against the Franchise Owner as the designated DSL the management of safeguarding would revert to the Kip McGrath Education Centres Head Office UK Senior Management. Head Office are there to support and advise following disclosure. However, it is the responsibility of the DSL to ensure the Reporting Procedure is followed by personnel at their centre.

### Receiving and Documenting a Disclosure

If a child or vulnerable adult makes a disclosure about possible abuse you are advised to: -

- Listen carefully and stay calm.
- Reassure the individual that they have done nothing wrong.
- Be supportive.
- Gather essential facts.
- Do not make assumptions about what the individual is experiencing.
- Do not let the individual think that you do not believe them.
- Do not describe the potential abuser using negative words (this may be someone who the individual loves and can prevent further disclosure).
- Do not interview or interrogate the individual as it is the responsibility of social services and /or the police to find out more information.
- Do not confront the alleged abuser.
- Do not ask leading questions that put words into the individual's mouth.

Inform the individual that you are obliged to pass the information on to "someone who can help" (e.g., the police or the Designated Safeguarding Lead (but do not specify whom, to avoid alarming the child (particularly if they are very young))). Do not make promises to keep information secret prior to, or after, a disclosure.

Make a detailed note of the date, time, place, what the individual said and did, your questions etc. This should not normally be done in the presence of the individual as it may be intimidating for them. The Incident Form (see Appendix A) is designed to help you do this. Centre Personnel should not investigate concerns or allegations themselves but should follow the reporting procedure which is outlined below.

### Reporting procedure for staff

If a member of staff has any concerns about abuse or neglect of a student, they should contact the designated DSL for the centre where the alleged incident took place as soon as practicably possible. If the concerns relate to the behaviour of the DSL, the report should be made to the Franchise Owner (if not the same person) or Kip McGrath Education Centres Head Office UK Senior Management.

If a member of centre personnel has reason to suspect abuse or has received allegations of abuse from a student or third party, they must complete an Incident Form (see Appendix A) and send it to the centre designated DSL.

Upon receipt of the Incident Form, the DSL or Franchise Owner or Kip McGrath Education Centres Head Office UK, as appropriate, will check its content and, if necessary, refer to the originator to clarify and further discuss the situation.

The DSL must then contact the appropriate authorities to include police, local social care and/or other safeguarding agencies, where applicable to formally report the incident suspicions.

The DSL must then record the incident with Kip McGrath Education Centres Head Office UK senior management via the “Contact Head Office” button or email to their Business Development Manager (BDM) The centre’s safeguarding procedures must be followed at all times.

If the DSL, Franchise Owner or Kip McGrath Education Centres Head Office UK, as appropriate is unavailable and the child is in immediate danger, the person witnessing the incident or receiving the allegation from the child should contact the police, local social care and/or other safeguarding agencies, where applicable themselves immediately. Then, as soon as practicably possible they should inform the DSL or Franchise Owner or Kip McGrath Education Centres Head Office UK senior management, as appropriate. A meeting will then be convened at the earliest opportunity to discuss the issues.

### Reporting Procedure for DSL

If a DSL has reason to suspect abuse or receives allegations, they should inform the police, local social care and/or other safeguarding agencies immediately, as applicable, and as soon as practicably possible, Kip McGrath Education Centres Head Office UK Senior Management.

The DSL should ensure an Incident Form (see Appendix A) is completed. (Forms are stored on the reception desk.) This will help in relaying information to the police, local social care and/or other safeguarding agencies, where applicable / Kip McGrath Education Centres Head Office UK senior management.

### Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors

Please see appendix G for details on the reporting procedures for staff and low level concerns.

## Reporting an incident flow chart



## Investigating & dealing with allegations of abuse

In cases of allegations against staff, Kip McGrath Education Centre UK's normal disciplinary procedures for investigating allegations will apply. In cases of allegations against franchisees the franchise agreement will apply.

For cases of allegations against staff the procedures relating to the centre will apply.

All cases will be referred to the police, local social care and/or other safeguarding agencies, as applicable.

It is recognised that hastily or ill-informed decisions in connection with an alleged child protection issue can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within Kip McGrath Education Centres UK will do so with sensitivity and will act in a careful and measured way.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

## Referral Process

Kip McGrath Education Centres UK will refer names to the appropriate government official (including, but not limited to, the Secretary of State and the equivalent in Scotland and Northern Ireland) for inclusion in one or more of the lists referred to above in the following circumstances: -

- Where Kip McGrath Education Centres UK or a Franchisee has dismissed an individual on the grounds of misconduct (whether or not in the course of employment) which harmed a child or placed a child at risk of harm.
- Where an individual has resigned or retired in circumstances such that Kip McGrath Education Centres UK or a Franchisee would have dismissed them, or would have considered dismissing them on such grounds, if they had not resigned or retired.
- Where an individual has resigned or retired and information not available to the organisation at the time has since become available which would have resulted in dismissal being considered on such grounds if they had not resigned or retired.
- The types of circumstance where the appropriate government official would expect a referral to be made would be where any action or inaction on the part of the individual harmed a child or put a child at risk of harm.
- The types of circumstance where the appropriate government official would expect a referral to be made in circumstances where any action or inaction on the part of the relevant individual harmed a child or put a child at risk of harm.
- Only the names of persons who undertake regulated childcare activities as defined by any legislation applicable in England and Wales, Scotland or Northern Ireland may be referred to the appropriate government official.

The referral of an individual does not lead to automatic inclusion on a list. The minimum information that the government official requires for all referrals is as follows: -

- Full name, address, date of birth and National Insurance number of the individual.
- Confirmation that the individual occupied a childcare (or “regulated”) position.
- Full details of the alleged misconduct.
- Detailed information about how – by his misconduct – the individual harmed a child or placed a child at risk of harm.
- Details of any investigations carried out to date – and their conclusions – including copies of relevant papers (e.g., statements, notes of interviews, minutes of meetings and minutes/notes of disciplinary hearings) and details of the organisation’s disciplinary procedures.
- Details of the action taken against the individual e.g., whether he has been suspended, dismissed or transferred from a childcare position etc.
- Information on any police involvement (or the involvement of any other agency).
- Details of proposed further action: dates for disciplinary hearings, timetable for further investigations etc.
- Any other information considered relevant to the circumstances of the alleged misconduct. It is important that the referral process is as short as possible and involves as few individuals as possible.

## Protection of those reporting concerns

The law protects those who report care and protection concerns from actions by those individuals who have been implicated in the abuse, exploitation, harm and/or neglect of a child or young person as long as the report was not malicious or vexatious.

### Children with special educational needs, disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Kip McGrath's child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include: -

- these children can be more prone to peer-group isolation or bullying.
- communication barriers when reporting cases of bullying or other safeguarding issues.
- some medical conditions can result in children with SEND to be disproportionately affected by behaviours such as bullying; this problem can be compounded by the fact that these children many not show any obvious signs of being impacted by this kind of behaviour.

Kip McGrath will always endeavour to provide additional pastoral care and work with parents/carers to ensure the most appropriate support is in place while their child attends the centre.

## E-Safety policy

E-Safety covers a wide range of resources, including web-based and mobile learning. It is also important to recognise the constant and fast paced evolution of computing within our society.

The platform is a secure and safe way for students to access their learning, both in centre and from home. There are several ways the system is built to be a secure, safe line of communication. The system saves keystrokes and uses intelligent algorithms to identify when keywords are typed and logs the capture within lessons which are encrypted. Students are unable to interact with other students, which reduces peer-to-peer abuse and bullying. Also, tutors can be alerted if students look at other websites with students' access to other websites being limited during teaching time. The platform is secure; students can only access it with an individual username and password. These factors all help to safeguard students against general E-Safety and safeguarding issues.

The use of computers by students within a Kip McGrath Education centre is closely monitored by tutors and personnel at all times. It is recommended that parental controls are used to limit any potential access to inappropriate external sites. The Student Code of Conduct clearly states that students should remain focused on their work; any attempt to access external sites should be discussed with parents or carers. For devices used by students at home to access the platform, it is the parents' responsibility to ensure these are used appropriately.

### Roles and responsibilities

At Kip McGrath Chelmsford North, we encourage students to use IT responsibly, whether in centre or online. Students adhere to a Code of Conduct which safeguards them against any potential issues. Students and parents are made aware of this at the point of sign up and should be reminded of its contents when appropriate. If at any point the student does not adhere to this Code of Conduct, the tutor will immediately pause the lesson and contact the students' parent/guardian (within safeguarding constraints).

Franchisees, as safeguarding lead for their centre, are responsible for ensuring that this E-Safety policy is followed and can ask Head Office for guidance if necessary. Franchisees should make sure that all members of personnel have read, understood, and agree to, the E-Safety policy.

### Writing and Reviewing the E-Safety Policy

This policy (for the franchisor and franchisor representatives, KMEC centre owners, personnel, parents, visitors and students), is to protect the interests and safety of the whole community. It is linked to the ICT Policy and Health and Safety Policy, both of which are mandatory. Our E-Safety policy has been agreed by the KMEC Centre Owner and staff. The E-Safety policy and its implementation are reviewed annually.

A review of the filtering and monitoring provision will be performed annually (the next review is scheduled for 1<sup>st</sup> of September 2024).

### Data protection and management of confidential information

Education Centres UK is committed to managing confidential information in accordance with the requirements of the data protection legislation. Children and young people have a right to confidentiality unless Kip McGrath Education Centres UK or a Franchisee considers that they could be at risk of abuse, exploitation and/or harm.

### Mobile and personal devices

Students are not permitted to use their phones or other personal mobile devices while on the premises of Kip McGrath Beaulieu unless it used for genuine emergency purposes. Staff are made aware of this requirement during staff induction and training.

## Filtering and monitoring

In conjunction with Kip McGrath Beaulieu's responsibility to safeguard and promote the welfare of each child who attends the centre, it is also crucial to limit their exposure to online risks. All staff at Kip McGrath Beaulieu receive appropriate online safety training and made aware of the filtering and monitoring systems in place. All staff continually work to mitigate online risks in a number of ways: -

- The DSL takes lead responsibility to safeguarding and child protection, including online safety and understanding of the filtering and monitoring systems in place.
- A single platform is used to access Kip's online learning material; it is centrally maintained and monitored.
- Desktop and laptop computers used by the students are secured with Windows 10 local child accounts.
- Access to 3rd party websites are limited or blocked with Google accounts.
- Both Google and Microsoft Windows are members of the Internet Watch Foundation (IWF).

## E-Safety skills development for centre personnel

All Centre Personnel have been vetted with relevant safeguarding, DBS (or any regional equivalent) checks prior to employment at the KMEC Centre.

All tutors must have a minimum of Safeguarding Certificate Level 1, and Centre Managers and

Franchisees must have a minimum of Safeguarding Certificate Level 3.

All members of personnel receive regular information and training on E-Safety issues through personnel meetings.

Centre Owners should receive regular safeguarding updates through bulletins from HO and attend any necessary safeguarding Business Development Sessions.

All members of personnel have been made aware of individual responsibilities relating to the safeguarding of children within the context of E-Safety and know what to do in the event of misuse of technology by any member of the KMEC community.

All personnel are aware of, and have agreed to, the Code of Conduct which includes use of IT.

In the event of external organisations using the centre, all IT equipment should not be used.

Equipment should be password protected to ensure use only by students and centre personnel.

Personnel should not use personally owned devices, such as mobile phones or cameras, to take photos or videos of students and should only use work-provided equipment for this purpose. Photographs should only be taken of students whose parents have explicitly given their permission and verbal confirmation should be given prior to any images being used for marketing purposes.

Mobile Phones and personally owned devices will be switched off or switched to 'silent' mode. Bluetooth communication should be 'hidden' or switched off and mobile phones or personally owned devices will not be used during teaching periods unless permission has been granted by a member of the Leadership Group in emergency circumstances.

No technology, automated system should be considered as any form of substitute of the safeguarding, strategies and procedure responsibilities that must occur at all Kip centres when conducting any lessons, whether it be face to face or online.

## Managing Internet access

The following points are related to in-centre learning. When students access iKip from home, it is the parent/guardians' responsibility to oversee correct access to the system, and that devices have the necessary anti-virus software and age-limiting restrictions.

In centre, the following applies: -

- Centre ICT systems capacity and security will be reviewed regularly.
- Anti-Virus protection is updated regularly.
- The online learning platform must be loaded prior to students accessing the computers.
- Students may only use the computers to access iKip.
- Students must not reveal personal details of themselves or arrange to meet anyone outside of the centre.
- Any communications outside of the centre or iKip should be between the tutor and the parent, not the tutor and the student (unless this is in itself a safeguarding issue).
- If there are any issues with internet access, the tutor will contact the parent via a private number to provide instruction to the student or resolve the issue.

## Screenshots of the Learning Platform

Students should not take screen shots of the learning platform. The only acceptable situations for the tutor to take a screen shot are when there are safeguarding concerns or technical issues requiring evidence. These images should immediately be shared with the centre DSL. The DSL will notify the relevant safeguarding body and record this with UKHO via JIRA (the Contact Head Office button) if necessary.

## Managing emerging technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in centre is allowed. UKHO will advise when new technologies are compatible with the online learning platform.

The use of portable media such as memory sticks and CD ROMS will not be necessary for personnel or students during the lesson. If a tutor needs to use a computer to plan lessons, they should log out and appropriately set up the system ready for a student prior to the student beginning the lesson. Any use of memory sticks for planning a lesson should be carefully monitored to avoid transfer of viruses or inappropriate content being added to the system.

Students are not allowed to bring personal mobile devices/phones to centre for use during lessons. Students should be allowed use of a mobile for emergency situations and for safety purposes when travelling to and from the centre, but these should remain switched off and securely stored during a session. Mobile devices brought into centre are the responsibility of the device owner. The centre accepts no responsibility for the loss, theft, or damage of personally owned mobile devices.

Personnel will use a phone with a private number where contact with Students is required. Tutors should make arrangements for any such calls should they be required with the parent or guardian (unless this is a safeguarding issue). The tutor should never contact the student directly or allow a student access to their work/personal number, work/personal email address, or social media. Contact between a student and tutor should only occur via the iKip system (unless there is an overriding safeguarding issue).

In an emergency where a personnel member does not have access to a centre-owned device, they should use their own device and hide (by inputting 141) their own mobile number for confidentiality purposes.

The Centre reserves the right to search the content of any mobile devices on the centre premises where there is a reasonable suspicion that it may contain illegal or undesirable material, including pornography, violence, or bullying, and to report any such material found to the relevant authorities.



### Protecting personal data

The centre will use personal data about Students to further curriculum, professional and managerial activities in accordance with the business of the centre and will contact the parents or guardians, if it is necessary, to pass information beyond the centre or the group of companies.

We do not identify students or their school in online photographic materials or include the full names of students in the credits of any published centre produced video materials.

### Password security

All personnel and students are given their own unique username and password which allows them to access iKip. Students should keep their username and password secure and not share it with any other students. Personnel should only have their password and username shared with the Centre Owner/Manager.

### Assessing risks

The centre will take all reasonable precautions to ensure that users access only appropriate material. The centre will audit ICT provision to establish if the E-Safety policy is adequate and that its implementation is effective.

### Handling E-Safety complaints

Complaints of Internet misuse or breaking the Codes of Conduct will be dealt with by a senior member of personnel and reported to the Centre Owner. The Centre Owner will then refer this to the relevant safeguarding authority/LADO if necessary.

Deliberate access to inappropriate materials by any user will lead to the incident being logged by the Centre Owner.

Any complaint about personnel misuse must be referred to the Centre Owner.

Complaints and concerns of a child protection nature must be dealt with in accordance with the centre's child protection procedures. For example, evidence of: inappropriate online relationships; a child watching pornography or any '18' films on a regular basis; online/digital bullying, harassment or inappropriate image sharing etc.

Students and parents will be informed of the complaints procedure.

### Communications policy - Introducing the E-Safety policy to students

Codes of Conduct are displayed in the centre and discussed with the students at the start of each term.

Students will be informed that network and Internet use will be monitored.

Students are required to individually sign the Code of Conduct which is fully explained.

All personnel must sign the Personnel Code of Conduct and a copy is kept on file.

Any information downloaded must be respectful of copyright, property rights and privacy.

All staff are aware that online lessons can be monitored and traced to the individual user. Discretion and professional conduct are essential.

A laptop issued to a member of staff remains the property of the centre. Users of such equipment should therefore adhere to centre policy regarding appropriate use with regards to Internet access, data protection and use of software, both in and out of centre.

### Parents and the E-Safety policy

All parents, when their child joins the centre, will be asked to sign the Code of Conduct for Students giving consent for their child to use the iKip system in centre and at home.

Parents/carers are required to decide as to whether they consent to images of their child being taken/used on the centre website or on the Facebook page. This process is confirmed at the time of enrolment. This agreement remains subject to change in case of changes in external personal circumstances and safeguarding needs.

If a student needs to contact their parents or carers, they will be allowed to use the centre phone or their mobile with the permission of the tutor and centre manager. Parents are advised not to contact their child during a lesson and should call the centre phone in case of emergencies or urgent messages.

### The Learning Platform and other home/centre Internet use

All personnel have been trained and given advice on how to effectively use the iKip software relevant to their role.

Personnel who are required to use Intuition as part of their role have received the necessary training.

All children will be given a username and password to access secure resources and facilities on iKip.

### Use of the premises for non-Kip activities

Where the centre directors might hire or rent out Kip premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the centre owners, under the direct supervision or management of other organisations or individuals, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The centre owners should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the organisation or individual on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The centre owners should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

(Please note: as of 2023, the centre owners have no intention of allowing Kip McGrath to be rented or hired by third-parties in the foreseeable future.)

## Review and Monitoring

This document will be reviewed in the event of any major safeguarding breaches, or if there are any major updates which change the service provided by the iKip system, and in any event will be next reviewed by March 2024 or unless any new laws or guidance have changed before this date and will be carried out by the centre directors.

Centre Name KMEC Chelmsford North (Beaulieu Ltd)

Centre Owners Tim Horton and Mark Arrowsmith

Policy review date September 2023

Date of next review September 2024 (Unless we are informed of any updates by the DfE before this time.)

## Appendices

# Safeguarding reporting form

This form should be used to record safeguarding concerns relating to Children and/or Vulnerable persons.  
In an emergency please do not delay in informing the police or social services. All the information must be treated as confidential and reported to the Designated Safeguarding Officer within one working day or the next working day if it's a weekend.

The form should be completed at the time or immediately following disclosure, but after all necessary emergency actions have been taken. Please complete the form as fully as possible.

1

Your details – the person completing the form.

Name			
Position			
Telephone		Email	

2

Details of the person affected.

Name			
Address			
Telephone		Email	

3

Details of the incident (please describe in detail and using only the facts.)

**4** Other present or potential witnesses.

Name			
Address			
Telephone number		Email	

**5** Additional relevant information (please detail anything else that you believe to be helpful or important.)

I have completed this form and provided information that is factual and does not contain my own views or opinions on the matter.

Print name:

Signature:

Date:

## APPENDIX B: Franchisee and Staff Code of Conduct

Every person engaged in the provision of Kip McGrath education programmes must abide by the Code of Conduct. Each member of staff will receive and abide by the code of conduct stated in the Staff Handbook. A summary of the code is as follows: -

Franchisees and staff must: -

- Be aware of situations which may present risks and manage those.
- Plan and organise work and the workplace to minimise risks.
- As far as possible, be visible when working with students. Do not spend time alone with children away from others.
- Ensure other centre personnel do not spend time alone with their pupils and report it if it happens.
- Ensure that a culture of openness exists to enable any issues or concerns to be raised or discussed.
- Notify the Franchisor of any allegation which has been made against the Franchisee, its directors, or any employees or personnel involved in the operation of the Centre of any breaches of child protection laws.
- Report to the Franchisor where there has been an allegation made against a partner of a Franchisee, its directors, or any employees or personnel involved in the operation of the Centre of any breaches of child protection laws, or any charges or convictions made against those persons of any such offences. Ensure that a sense of accountability exists between centre personnel so that poor practice or potentially abusive behaviour does not go unchallenged.
- Talk to students about their contact with centre personnel or others and encourage them to raise any concerns.
- Empower students by discussing with them what they can do if there is a problem.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Ensure disaster recovery procedures are in place and the correct procedures are followed at all times.
- Ensure suitable arrangements are made when unforeseen circumstances arise, and the centre needs to be closed during active hours and the correct personnel/parents/guardians are contacted to ensure no child is left in an unknown predicament.
- Ensure that all personnel have read, understood all safeguard policies and complete required safeguarding training and safeguard refresher training.

Franchisees and staff must never: -

- Hit or otherwise physically assault or physically abuse students.
- Use physical force against a participant, unless it constitutes reasonable restraint to protect yourself or another person or property from danger or harm. In this situation the minimum amount of force should be used for the minimum amount of time and a report of the incident should be recorded in writing immediately afterwards.
- Develop physical/sexual relationships with students regardless of age (this includes students over the legal age of consent as this is an abuse of a position of power).
- Develop relationships with students which could in any way be deemed inappropriate, exploitative, or abusive.
- Act in any way that may be abusive or may place a student at risk of abuse.
- Act or behave in an inappropriate or threatening manner in front of or towards any other persons in the vicinity, whether this is verbal or non-verbal communication.
- Use language, make suggestions, or offer advice, which is inappropriate, discriminatory, offensive, or abusive.
- Behave physically in a manner which is inappropriate or sexually provocative. There may be rare occasions when a student, particularly a young child, is distressed and needs physical comforting – discretion must be used to ensure that this is appropriate, and any contact is necessary and justified.



- Give a student a lift to, or home from, lessons.
- Take a student with whom they are working to or from centre premises, or allow a student to stay overnight at, their home or at other venues. Give students alcohol, cigarettes, drugs, or other stimulants.
- Communicate with students on Skype, Instagram, Facetime, WhatsApp, Facebook, Twitter or any other social media platform or other real time interaction which allows for visual, voice or typed communication save and except for in order to deliver lessons via 's online software which takes place via video connection or email communication to concern homework where the parent is also copied in.
- Do things for students of a personal nature that they can do for themselves (e.g., taking them to the toilet). In the case of very young children, it may be necessary for them to be offered assistance in using the toilet – this assistance should, wherever possible, be provided by someone of the same sex and discretion should be used so that any assistance is appropriate, and any contact is necessary and justified. Prior parent/guardian consent should always be obtained.
- Use any device for non-educational or non-work purposes.
- Use a personal device to photograph a student.
- Use any device to contact a student directly. All communication should be made via a parent/guardian unless this in itself constitutes a safeguarding incident.
- Act in ways intended to shame, humiliate, belittle, or degrade a student or otherwise engage in any form of emotional abuse.
- Discriminate against, show deferential treatment to, or favour particular students to the exclusion of others.
- Conduct a one-to-one lesson with a student. If there is only one student in a lesson, the session should be cancelled unless there is another person present.
- Follow current local authority guidelines and refer to your centre disaster recovery plan on the minimum number of personnel who should be present at any one time when children are present, or the centre is trading.

This is not an exhaustive or exclusive list. The underlying principle is that actions or behaviour which may constitute poor practice, misconduct or potentially abusive behaviour should be avoided. This is designed to protect both centre personnel and students from harm.

## APPENDIX C: parent and guardian Code of Conduct

At Kip McGrath Chelmsford North, we are extremely fortunate to have a supportive and friendly parent and guardian body. Our parents and guardians recognise that educating children effectively is a process that involves partnership between families, staff, and the wider community.

Our parents and guardians will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/guardians to participate fully in the life of our centre.

The purpose of this document is to provide a reminder to all parents and guardians about the expected conduct. This is so we can continue to flourish, progress, and achieve in an atmosphere of mutual understanding.

### Guidance

We expect parents, guardians, and visitors to follow this guidance when dropping off/collecting your children, talking to a tutor about your child's progress, or when your children are attending online lessons from home: -

- Respect and model the caring ethos of our centre whenever on centre premises, your child is accessing iKip, or when communicating directly with the centre.
- Understand that centre personnel and parents/guardians need to work together
- Demonstrate that all members of the centre community should be treated with tolerance and respect and therefore set a good example in their own speech, conduct and behaviour.
- Seek to bring about a peaceful solution to any issue.
- Guide/support own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the right member of personnel to help resolve any issues or concern. Your child's tutor will be the first point of contact, and if any issue needs escalation, please contact the centre owner/manager. In extreme circumstances, when an issue requires further escalation, contact UKHO.

To support a positive and safe centre environment the centre cannot tolerate parents, guardians, and visitors exhibiting the following: -

- Disturbing centre personnel and trying to speak to them whilst they are teaching children. If there is a problem that needs rectifying during the lesson, communication between parent/guardian and tutor may be deemed necessary by the tutor. If the tutor is discussing a child's progress with another parent/guardian, please wait patiently to speak to them regarding your own child or arrange a meeting at a suitable time
- Breaching centre security procedures e.g., entering the teaching area of the centre without permission from the centre owner/manager
- Attempts to gain entry to any part of the centre in disregard of procedure or without permission and appropriate supervision.
- Disruptive behaviour which interferes or threatens to interfere with the operation of a session, any personnel's office, office area or any other area of the centre

- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do actual bodily harm to a member of centre personnel, centre owner/manager, visitor, fellow parent/guardian, or student regardless of whether the behaviour constitutes a criminal offence.
- Damaging or destroying centre property.
- Abusive, persistent, or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive, or derogatory comments regarding the centre or any of the students/ parent/ guardians/ personnel, whether made at the centre on Facebook or via other social sites. (See additional advice regarding social media). Any concerns you may have about the centre must be made through the appropriate channels by speaking to the tutor, the centre owner/manager or, in extreme circumstances, the UKHO, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on centre premises.
- Approaching someone else's child to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs whilst on centre property.

Should any of the above behaviour occur on centre premises the centre may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the centre premises.

We trust that parents and guardians will assist our centre with the implementation of this Code of Conduct, and we thank you for your continuing support of the centre.

#### [Inappropriate use of social media](#)

Social media websites are being used increasingly to fuel campaigns and complaints against schools/educational settings and businesses or to share inappropriate information, e.g., naming children involved in incidents, sharing confidential information regarding an aspect of centre life, making allegations or accusations, or sharing false news. The Centre considers the use of social media websites or apps in this way unacceptable and not in the best interests of the children or the whole Centre community. Any concerns you may have must be made through the appropriate channels by speaking to the tutor, the centre owner/manager or, in extreme circumstance, UKHO, so they can be dealt with fairly, appropriately, and effectively for all concerned.

In the event that any student or parent/guardian of a student being educated in the Centre is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site, and they provide robust mechanisms to report content or activity which breaches this. The centre will also expect that any parent/guardian or student removes such comments immediately.

In serious cases the centre will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent or guardian to publicly humiliate another by inappropriate social network

entry. We will take and deal with this as a serious incident of centre bullying. We would expect that parents and guardians would make all persons responsible for collecting children aware of this policy.

Parent signature:

Date:

#### APPENDIX D: student Code of Conduct

These are promises for students to make so that they can take part in learning with . These rules are important for keeping them safe, focused, and able to do their best learning. Please read through the code of conduct and ask your tutor any questions you have.

I promise that: -

- I will wear appropriate clothes for learning.
- I will use appropriate language when speaking to my tutor.
- I will only use equipment necessary for the lesson. I will not use a mobile phone or tablet (unless as a calculator or to speak to the tutor) and I will stay on iKip during my lesson.
- I will not share any personal details (my address, phone number, email etc).
- I will keep my password and username just for me.
- I will tell a trusted adult if I feel unsafe in any way.

When in centre, I promise that:

- I will focus on my work and not distract others.
- I will respect the centre environment

When I'm learning from home, I promise that:

- I will ideally work at a desk or a table, or anywhere I can sit up comfortably.
- I will work on a laptop or pc, or a device which supports iKip.
- I will work in a communal area of the house, or with the door open.
- I will keep background noise to a minimum, so I am not distracted.
- If any technical difficulties ensue, I will use my parent/guardian's phone to speak to my tutor (unless there are previous safeguarding restrictions)
- (For younger children) An adult will be within hearing distance, or there to help if I need additional assistance, whilst I do my learning.

- (For older students) my parents or guardians should be contactable in case of difficulties or emergencies whilst I am studying.

If the student is unable to, or chooses not to, follow this code of conduct, parents will be contacted to discuss the issue. If the issue occurs during home learning, the tutor will turn off their camera and contact their parents via phone. At Kip, the student is at the heart of everything we do. We want to help all our students to be safe, happy, and achieve their dreams. Following this Code is an important part of their learning journey and will set them on the path to success.

Parent signature:

Student signature:

Date:

## APPENDIX E: Essex Safeguarding Children Board (ESCB), Brief February 2023

Dear colleagues,

I am really pleased to hear that we have a high number of settings that have registered for the in-person safeguarding forums this term. You will know that we have been keen to offer early years settings the same opportunities to access professional development around safeguarding that we offer to our schools. I think that some training works far better in person, and safeguarding is one of those topics. As I always say, safeguarding is the most important thing you do in your setting and it is vital you receive the time and space to develop your expertise and access training to support the work you are doing. Having said that, we completely understand that it is not possible for everyone to leave their setting during the day. For that reason, we have (and will) continue to offer the online evening session, so do please join for that, if you are unable to join us at one of the local venues.

I look forward to seeing you (either in person or virtually!) at one of the forums next month.

Best wishes,

Jo Barclay

Head of Education Safeguarding and Wellbeing

Education Directorate

Essex County Council | [www.essex.gov.uk](http://www.essex.gov.uk) | telephone: 03330 131078 | mobile: 07775 030021 | email: [educationsafeguarding@essex.gov.uk](mailto:educationsafeguarding@essex.gov.uk)

### Safeguarding forums

The dates for both the Spring and Summer Early Years Safeguarding Forums are now available to book. We received excellent feedback on the autumn face-to-face sessions and hope to see many of you in person in the Spring and Summer. Please see the dates, times and locations for the forums below.

To book onto a session, please use the Education Essex Online Booking System and search for 'Safeguarding Forum for Early Years' - both the web and in-person class options will show. If you need technical support with booking your place via the booking system, please email [workforcedevelopment@essex.gov.uk](mailto:workforcedevelopment@essex.gov.uk).

We will monitor attendance at these sessions and will continue with them if there is a demand. For those not able to leave their setting during the day, we will continue to hold an online update forum as an evening online session.

The presentations from the autumn forums can be accessed on the EYCP pages.

Spring forum dates:

North-East – in person	13 March 2023 10am-12:30pm	Colchester United Community Stadium, Colchester, CO4 5UP
Mid – in person	14 March 2023 1pm-3:30pm	Chelmsford City Football Club Salerno Way, Chelmsford Essex CM1 2EH
West – in person	22 March 2023 1pm-3:30pm	Harlow Study Centre - Monks barn, Netteswellbury Farm, Harlow CM18 6BW
South – in person	23 March 2023 10am-12:30pm	Wat Tyler Centre - Cordite Room, Pitsea Hall Ln, Pitsea, Basildon SS16 4UH
Countywide - online	15 March 2023 6pm - 7:30pm	Online – Microsoft TEAMS

Summer forum dates:

North-East – in person	Wednesday 5th July: 1.30 – 4.00pm	Colchester United Community Stadium, Colchester, CO4 5UP
West – in person	Monday 10th July: 10.00 – 12.30pm	Harlow Study Centre - Monks barn, Netteswellbury Farm, Harlow CM18 6BW
Mid – in person	Wednesday 12th July: 10.00 – 12.30pm	Chelmsford City Football Club Salerno Way, Chelmsford Essex CM1 2EH
South – in person	Monday 17th July: 10.00 – 12.30pm	Wat Tyler Centre - Cordite Room, Pitsea Hall Ln, Pitsea, Basildon SS16 4UH
Countywide - online	Tuesday 18th July: 6pm - 7:30pm	Online – Microsoft TEAMS

### Child Protection files – new guidance document

To support settings with maintaining their Child Protection files, we have produced a guidance document and appendices. The guidance can be accessed on the Guidance documents, model policies and templates page of the EYCP.

### Risk Assessment Templates

We have produced four risk assessment templates for Essex settings. The templates can be accessed on the Guidance documents, model policies and templates page of the EYCP.

### Online Safeguarding Briefing for new Designated Safeguarding Leads

Three times a year we hold an Online Safeguarding Briefing for new Designated Safeguarding Leads. This event is for early years, primary, secondary, special schools, colleges and sixth form provision and is aimed at:

New Designated Safeguarding Leads / Deputy Designated Safeguarding Leads who have not completed their Level 3 training yet

Experienced Designated Safeguarding Leads / Deputy Designated Safeguarding Leads who are new to Essex

Current Designated / Deputy Safeguarding Leads who would like a reminder of the basics of the safeguarding arrangements in Essex

The briefing will provide an overview of the role of the DSL and an introduction to safeguarding processes in Essex. It will detail the training needed for the role and signpost to important documents and resources.

The next session is 20th April 2023 1pm – 2pm online via TEAMS and a place can be booked via the Essex Online Booking System. Please pass this information on to any new DSL/DDSL at your setting.

### Early Help and Team Around the Family Workshops (Virtual Session)

The ESCB are offering Early Help and TAF training designed to help professionals understand the key points of the Effective Support Document within Early Help and feel confident in their practice and in taking Early Help forward. The training includes tips and advice on how to engage families throughout the Early Help Intervention, discuss a Team Around the Family meeting and create an Early Help Plan. Dates and booking details can be found on the ESCB website.

### Preparing for difficult conversations training



The ESCB are offering two workshops for building confidence in preparing and holding challenging conversations using cycles of change theory, motivational interviewing, and early help resources. Dates and booking details can be found on the ESCB website.

#### Updated safeguarding training page

We have updated the safeguarding training and development page on the EYCP website. Please look at the new page as it contains helpful information about Level 1, 2 and 3 training and resources to support the delivery of Level 2 training within your setting.

#### Contacting the Education Safeguarding Team

We now have a shared team inbox which is monitored by all members of our team: [educationsafeguarding@essex.gov.uk](mailto:educationsafeguarding@essex.gov.uk). We ask that settings take note of this email address and use it to contact us instead of using our personal email addresses.

#### Working Together to Safeguard Children

Work has started on updating the statutory guidance Working Together to Safeguard Children, which we expect to be completed and published in Autumn 2023.

#### EYCP safeguarding pages

During the face-to-face safeguarding forums in the autumn, Early Years colleagues requested a reminder of the information held on our EYCP safeguarding pages:

The main safeguarding EYCP page holds the links to all the topics on the safeguarding pages

There are sections with information on how to handle and report concerns about children and concerns about members of the workforce

The Early Years safeguarding training and development page contains information on the training expectations for Early Years settings in Essex and how to access this training

Presentations from previous termly safeguarding forums and copies of previous safeguarding briefings can be found on the Early Years safeguarding forums and briefings page

The Early Years Child Protection resources page contains a number of helpful resources for your setting, including model CP policies, CP file templates, a safeguarding self-audit tool and other useful documents

Key safeguarding information and documents, including links to statutory documents, and further information on safeguarding topics can also be found within the safeguarding area

Information on Safer Recruitment is found within the 'Running your business' section

### Essex Safeguarding Children Board (ESCB)

The ESCB has a number of training sessions which can be accessed on their learning and development page.

The latest ESCB Safeguarding Newsletter can be accessed on the ESCB website.

### Early Help drop-in sessions

These sessions are designed to give partners working with children and families the chance to: discuss anonymised cases, access peer support, learn more about the roles of other partners and be signposted to advice and other services. They are facilitated by one of the four Partnership Delivery Leads (detailed below), who will be regularly supported by a panel of subject experts including: Team Around the Family Support Officer (TAFSO), Health Liaison Officer, Senior Attendance Specialists and others.



Essex Early Help  
Drop-in Poster 2022-23

Please note that these sessions DO NOT replace work undertaken by the Children and Families Hub as outlined in Effective Support for Children & Families in Essex

### SET CAMHS

The Southend, Essex and Thurrock Child and Adolescents Mental Health Service (SET CAMHS) provides advice and support to children, young people and families who are in need of support with their emotional wellbeing or mental health difficulties. NELFT works in partnership with HCRG Care Group to deliver this service and information about their current offer is available [here](#).

There is also a Professionals Advice Line for practitioners working with children and young people. The number is 0300 300 1996 and the line will operate every Monday – Thursday between 10:00 and 12:00, excluding bank holidays. The new number is not an alternative to making a referral or to be used in urgent situations. It does not replace the existing main line for contacting SET CAMHS, which is 0800 953 0222.

(Please note, this number is to be used as a professional consultation line only, so please do not share it with the general public or on any websites/digital platforms).

#### Essex Wellbeing Service

In Essex we are fortunate to have many services available to provide support us, but sometimes it can be difficult to know where and when to access it. The Essex Wellbeing Service is an early intervention offer that supports everyone in Essex to live healthy and socially connected lives. With practical, emotional, health and wellbeing advice, support and signposting they help Essex residents to lead their best possible life and to find the right support at the right time, including support in the community for a range of health, wellbeing and day to day needs – supporting families to adapt to the 'new normal'. Please do make use of this service and promote it with schools/settings and families.

## APPENDIX F: Safeguarding information for Kip McGrath staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided to those staff who do not directly work with children, if the centre owners think it will provide a better basis for those staff to promote the welfare of and safeguard children.

### **The role staff at Kip McGrath Chelmsford North: -**

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

### **What school and college staff need to know: -**

3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

### **All staff should: -**

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction.
- Receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively.
- Know the identity of the designated safeguarding lead (and any deputies) and how to contact them.
- Know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child, and, should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images,

especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

#### **What staff should look out for: -**

##### **Abuse and neglect**

4. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

5. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

##### **Forms of abuse and neglect**

6. 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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

7. Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

8. 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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

9. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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

11. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

##### **Safeguarding issues**

12. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>146</sup> (also known as youth produced sexual imagery) put children in

<sup>146</sup> Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos. danger.

### **Child-on-child abuse**

13. All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

14. All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to: -

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

### **What staff should do if they have concerns about a child**

15. Staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

16. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

17. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or deputy). In the absence of the designated safeguarding lead (or deputy) staff should speak to a member of the school or college's senior leadership team.

18. The designated safeguarding lead (or deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children's social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or deputy) will support them.

### **Why is all of this important?**

19. It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

**What staff should do if they have a safeguarding concern or an allegation about another staff member** who may pose a risk of harm to children

20. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to the chair of governors, chair of the management committee, or the proprietor of an independent school).

**What staff should do if they have concerns about safeguarding practices within Kip**

21. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

22. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school's or college's senior leadership team.

23. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800 028 0285 and the line is available from 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

## Appendix G: Reporting procedures for safeguarding concerns about staff, including low-level concerns

Section One: Concerns or allegations that may meet the harm threshold

Section Two: Concerns or allegations that do not meet the harm threshold

Kip McGrath should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of Kip McGrath in a paid or unpaid capacity, i.e., members of staff, including supply teachers, volunteers and contractors.

This part of the guidance has two sections covering the two levels of concerns and allegations:

Concerns/allegations that may meet the harm threshold;

Concerns/allegations that do not meet the harm threshold – referred to for the purposes of this guidance as ‘low-level concerns’.

These procedures should be consistent with local safeguarding procedures and practice guidance.

Section one: Concerns or allegations that may meet the harm threshold

This part of the guidance is about managing cases of concerns/allegations that might indicate a person would pose a risk of harm [125] if they continue to work in their present position, or in any capacity with children in a school or college. In this part (section one) of the guidance reference is made to ‘allegation’ for ease. This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

Behaved in a way that has harmed a child, or may have harmed a child; and/or

Possibly committed a criminal offence against or related to a child; and/or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The harm test is explained in the Disclosure and Barring service Guidance: Making barring referrals to the DBS. and Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002



The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

It is important that policies and procedures make clear to whom allegations should be reported (as set out at paragraph 72) and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

The initial response to an allegation

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact local authority children’s social care and as appropriate the police immediately as per the processes explained in Part one of this guidance.

There are two aspects to consider when an allegation is made:

Looking after the welfare of the child - the designated safeguarding lead (or deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children’s social care as described in Part one of this guidance;

Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, Kip McGrath should:

Apply common sense and judgement;

Deal with allegations quickly, fairly and consistently; and

Provide effective protection for the child and support the person subject to the allegation.

Kip McGrath should ensure they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, Kip McGrath should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

Was the individual in the school or college at the time of the allegations;

Did the individual, or could the individual have come into contact with the child;

Are there any witnesses; and

Was there any CCTV footage?

These are just a sample of example questions. Kip McGrath should be familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority children's social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion [126] or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found at paragraphs 163-165 in Part Two of this guidance and on GOV.UK.

The purpose of a strategy discussion and those likely to be involved is described in Working Together to Safeguard Children

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead (or a deputy) and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to local authority children's social care.

Where it is clear that an investigation by the police or local authority children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should discuss the next steps with the case manager.

No further action

Where the initial discussion leads to no further action, the case manager and the LADO should:

Record the decision and justification for it, and

Agree on what information should be put in writing to the individual concerned and by whom.

Further enquiries

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to Kip McGrath when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority children's social care, the school or college, or a combination of these. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's or college's staff.

Where there is a lack of appropriate resource within the school or college, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator. Many local authorities provide for an independent investigation of allegations for schools that are maintained by the local authority, often as part of the HR/personnel services that Kip McGrath can buy in from the authority. It is important that local authorities ensure that Kip McGrath in that area have access to an affordable facility for independent investigation where that is appropriate. Colleges,

academies and independent schools should also ensure they secure the services of a person who is independent of the school or college.

The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Wherever possible, the first review should take place no later than four weeks after the initial assessment.

Dates for subsequent reviews, ideally at fortnightly (and no longer than monthly) intervals, should be set at the review meeting if the investigation continues.

Supply teachers and all contracted staff

In some circumstances Kip McGrath will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply because agencies will have their own policies and procedures; for example, supply teachers or contracted staff provided by an employment agency or business.

Whilst Kip McGrath are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors should discuss with the supply agency or agencies where the supply teacher is working across a number of schools or colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or local authority children's social care. The school or college will usually take the lead because agencies do not have direct access to children or other school or college staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor

when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which is often arranged by the LADO, should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency or agencies are considered by the school or college during the investigation.

When using a supply agency, Kip McGrath should inform the agency of the process for managing allegations but also take account of the agency's policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

#### Organisations or Individuals using school premises

Kip McGrath may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Kip McGrath should follow their safeguarding policies and procedures, including informing the LADO.

#### Suspension

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college, until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school or college is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. If in doubt, the case manager should seek views from their personnel adviser and the LADO, as well as the police and local authority children's social care where they have been involved.

Where a school or sixth form college is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at a school or sixth form college, they should take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work. School and colleges should have clear policies on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at the school or college, based on consultation with the LADO who will provide relevant information received from the police or local authority children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case.

Based on advice from the school or college's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

Redeployment within the school or college so that the individual does not have direct contact with the child or children concerned;

Providing an assistant to be present when the individual has contact with children;

Redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;

Moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interests of the child or children concerned and takes account of their views. It should be made clear that this is not a punishment and parents have been consulted; or

Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or where available, work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious, or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an

employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Local authority children's social care or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or remove a volunteer, although the case manager should give appropriate weight to their views. The power to suspend is vested in the governing body or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by local authority children's social care, and/or an investigation by the police, the LADO should canvass police and local authority children's social care for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

#### Supporting those involved

##### Duty of care

The welfare of a child is paramount (how children should be protected and supported is set out throughout this guidance) and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject to the investigation, and potentially for their family members. It is important that an employer offers appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Employers have a duty of care to their employees. They should:

Manage and minimise the stress caused by the allegation;

Inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;

Advise the individual to contact their trade union representative, or a colleague for support;

Appoint a named representative to keep the person informed about the progress of the case;

Provide access to counselling or medical advice where appropriate. For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements; and

Not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Parents or carers of the child or children involved should be:

Formally told about the allegation as soon as possible. The case manager should consult the LADO and where involved local authority children's social care and/or the police on what information can be disclosed;

Kept informed about the progress of the case, only in relation to their child - no information can be shared regarding the staff member; and

Made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002.

In deciding what information is disclosed, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998.

### Confidentiality and Information sharing

In an allegations management meeting or during the initial assessment of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim, see paragraphs 115-123 in Part two about information sharing.

Where the police are involved, wherever possible the school or college should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delaying the conclusion of their investigation or any court case.



Local authority children's social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

The school and college must make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 amended the Education Act 2002, to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school [128] who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

Section 141F of the Education Act 2002 only applies to teachers in schools does not apply to colleges.

The reporting restrictions apply until:

The point that the accused person is charged with a relevant offence; or

The Secretary of State [129] or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation.

Carried out by the Teaching Regulation Agency.

The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a court lifts the reporting restrictions in response to a request to do so.

The legislation prevents the "publication" of material by any person that may lead to the identification of the teacher who is the subject of the allegation. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). In circumstances where schools need to make parents aware about an allegation, they should make parents and others aware that there are restrictions on publishing information.

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. In exceptional cases where the police wish to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted.

The case manager should take advice from the LADO, the police and local authority children's social care to agree the following:

Who needs to know and exactly what information can be shared;

How to manage speculation, leaks and gossip;

What, if any, information can be reasonably given to the wider community to reduce speculation; and

How to manage press interest if, and when, it should arise.

Allegation outcomes

The definitions that should be used when Kip McGrath determine the outcome of an allegation are set out below:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Ultimately the options open to the school or college depend on the nature and circumstances of the allegations and the evidence and information available. This will range from taking no further action, to dismissal or a decision not to use the person's services in future.

Following a substantiated allegation

If the allegation is substantiated and:

The person is dismissed; resigns, or otherwise ceases to provide his or her services; or

The employer ceases to use the person's services.

In the case of a member of teaching staff at any school, sixth form college, or 16-19 academy the case manager must consider whether to refer the matter to the TRA to consider whether the individual should be prohibited from teaching.

Teacher Regulation Agency – guidance on Referrals to the TRA

There is a legal requirement for employers to make a referral to the DBS where they consider an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child

Disclosure and Barring Service – guidance on Referrals to the DBS.

Following a criminal investigation or a prosecution

The police should inform the LADO and the employer immediately when:

A criminal investigation and any subsequent trial is complete;

It is decided to close an investigation without charge; or

It is decided not to continue to prosecute after the person has been charged.

In those circumstances, during the joint assessment meeting the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by

the police and/or local authority children's social care should also inform that decision. The options will depend on the circumstances of the case and the consideration should take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

#### Unsubstantiated, unfounded, false or malicious allegations

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

#### Returning to work

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Guidance and advice are usually provided via HR or the LADO. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still attending the school or college.

#### Managing the situation and exit arrangements

##### Resignations and 'settlement agreements'

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, should not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children. Such an agreement will not prevent a thorough police and/or school or college investigation where that is appropriate.

Kip McGrath should not cease their investigations if the person leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate.

Wherever possible, the accused should be given full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated or otherwise on the basis of all the information available, should continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record an outcome wherever possible. The person concerned should be notified of the conclusion of the allegations and sanctions that might be posed.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children.

It is not appropriate to reach a settlement/compromise agreement if the person subject to the allegation resigns or their services cease to be used. However, in limited circumstances Kip McGrath sometimes use settlement agreements to end the employment relationship on agreed terms, but not where there is an allegation that the individual poses a risk to children.

Where a settlement/compromise agreement is used, Kip McGrath should not let it prevent the employer from:

Fulfilling their legal duty to refer cases to the DBS where the referral criteria are met – see paragraph 346. Non-compliance of this duty is a criminal offence; or

Providing a reference to potential employers when requested; or

Considering whether to make a referral to the TRA where the criteria are met - see paragraph 350.

## Record keeping

Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, i.e. substantiated, unfounded and unsubstantiated it is important that the following information is kept on the file of the person accused:

A clear and comprehensive summary of the allegation;

Details of how the allegation was followed up and resolved;

A note of any action taken, decisions reached and the outcome i.e. substantiated, unfounded or unsubstantiated;

A copy provided to the person concerned, where agreed by local authority children's social care or the police; and

A declaration on whether the information will be referred to in any future reference.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

## References

Cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious should not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference. See paragraph 224 for further information on references. Substantiated safeguarding allegations that meet the harm threshold should be included in references, provided that the information is factual and does not include opinions.

## Learning lessons

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

## Non recent allegations

Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with local authority children social care and the police. Abuse can be reported no matter how long ago it happened.

## Section Two: Concerns or allegations that do not meet the harm threshold

Governing bodies and proprietors should have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns. It is important that Kip McGrath have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

## Low-level concerns

As part of their whole school or college approach to safeguarding, Kip McGrath should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

Enable Kip McGrath to identify inappropriate, problematic or concerning behaviour early;

Minimise the risk of abuse; and

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

What is a low-level concern?

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

Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

Being over friendly with children;

Having favourites;

Taking photographs of children on their mobile phone, contrary to school policy;

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or

Humiliating pupils.



Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of Kip McGrath from becoming the subject of potential false low-level concerns or misunderstandings.

#### Staff code of conduct and safeguarding policies

As good practice governing bodies and proprietors should set out their low-level concerns policy within their staff code of conduct and safeguarding and child protection policies as set out in Part two of this guidance. They should make it clear what a low-level concern is and the importance of sharing low-level concerns, and an explanation of what the purpose of the policy is – i.e., to create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

As set out in Part two of this guidance, the governing body or proprietor should ensure their staff code of conduct, behaviour policies and safeguarding policies and procedures are implemented effectively and ensure that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

Kip McGrath can achieve the purpose of their low-level concerns policy by:

Ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others;

Empowering staff to share any low-level safeguarding concerns (see below);

Addressing unprofessional behaviour and supporting the individual to correct it at an early stage;  
Handling and responding to such concerns sensitively and proportionately when they are raised; and  
Helping identify any weakness in the school or colleges safeguarding system.

Sharing low-level concerns

Kip McGrath should ensure that their low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values champion)), or with the headteacher/principal is a matter for the school or college to decide. If the former, then the DSL should inform the headteacher/principal of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The headteacher/principal should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the headteacher/principal may wish to consult with the DSL and take a more collaborative decision making approach.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If Kip McGrath are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Kip McGrath should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Kip McGrath can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part four, Section one). Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

It is for Kip McGrath to decide how long they retain such information, but it is recommended that it is retained at least until the individual leaves their employment.

## References

Part three of this guidance is clear that Kip McGrath should only provide substantiated safeguarding concerns/allegations (including a group of low-level concerns about the same individual) that meet the harm threshold in references. Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

## Responding to low-level concerns

The school or college low-level concerns policy should set out the procedure for responding to reports of low-level concerns. If the concern has been raised via a third party, the headteacher/principal (or a nominated deputy) should collect as much evidence as possible by speaking:

Directly to the person who raised the concern, unless it has been raised anonymously; and

To the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. This information needs to be recorded in writing along with the rationale for their decisions and action taken.

A good low-level concerns policy will simply be a reflection and extension of the school's or college's wider staff behaviour policy/code of conduct.

More detailed guidance and case studies on low-level concerns can be found in Developing and implementing a low-level concerns policy: a guide for organisations which work with children ([farrer.co.uk](http://farrer.co.uk)).

## Appendix H: Prevent Duty Referral Form

This form is designed to help articulate a safeguarding concern under Prevent – where you are worried that an individual is at risk from radicalisation.

Complete as much of the form as you are able; doing so will help you assess the level of risk and start to identify the correct response as required. If you would like to discuss your concern, you can call the police in confidence on 0800 011 3764 or you may wish to refer your concern immediately to your Local Authority Prevent Lead. If you're deaf, hard of hearing or have a speech impairment, a police non-emergency number is available as a text phone service on 18001 101. **Remember, in an emergency, please make sure you're safe and dial 999.**

### Please Note

This form is designed to be a start-point for Prevent referral sharing across all public sectors. Please check whether you already have a form or process in place. This form is not intended to replace any existing forms or procedures, but may be useful to help to refresh what may be currently available to you. Please also be aware of local or sector-specific guidelines for the sharing of information where appropriate.

Your details

The details of the person passing on the concern.

Your name

Your department or team

Your role or job title Your

email

Your phone number Date

(day/month/year)

Details of individual believed to be at risk

Complete where able and appropriate.

**Their full name** Their

**religion**

**Their date of birth**

or approximate age

**Their occupation**

or name of educational  
establishment

**Their gender**

☐

Male

☐

Female

**Their address**

**Their social media name** Their

**ethnicity**

**Their contact details** for  
example, a phone number  
or email address

**Their nationality**

**Their first language**

**Any other family details**

provide any information about the  
family that may be relevant to the  
concern

**Their immigration or  
asylum status**

Your relationship to the individual

Describe your relationship to the individual believed to be at risk.

Your concerns

In as much detail as possible, please describe the specific concerns relevant to Prevent.

What instance or circumstance has led you to sharing this concern?

**Does the individual know you are sharing this concern?**

☐

Yes

☐

No

☐

I have informed a parent or legal guardian

What is the time frame from the concern being raised to completing this form?

Please select one of the following.

☐

*Less than a week 1-*

☐

*Over 1 month*

☐

*2 weeks*

☐

*3 months or more*

☐

*2-4 weeks*

Tell us why you are sharing this concern

Please select all the reasons that apply.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | I want to speak to the individual(s) concerned and am logging my reasons for doing this |
| <input type="checkbox"/> | I want to check my concern with a colleague to see if it is justified                   |
| <input type="checkbox"/> | I want to refer my concern so a colleague can help check some context around it         |
| <input type="checkbox"/> | I want to start safeguarding proceedings for this individual using internal resources   |
| <input type="checkbox"/> | I would like this concern to be immediately shared with partner agencies                |

Concerning behaviours you have noticed

Please select the concerning behaviours you have noticed.

- |                          |                                 |                          |                                       |
|--------------------------|---------------------------------|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Absenteeism Abuse               | <input type="checkbox"/> | Expression of extremist views Fixated |
| <input type="checkbox"/> | Appearance or use of symbolism  | <input type="checkbox"/> | on a topic                            |
| <input type="checkbox"/> | Alcohol                         | <input type="checkbox"/> | Honour-based violence Unhealthy use   |
| <input type="checkbox"/> | Anti-social behaviour Change in | <input type="checkbox"/> | of the internet Legitimising use of   |
| <input type="checkbox"/> | appearance Becoming socially    | <input type="checkbox"/> | violence Quick to anger               |
| <input type="checkbox"/> | isolated Closed to challenge    | <input type="checkbox"/> | Seeking to recruit ideology Self-     |
| <input type="checkbox"/> | Confrontational                 | <input type="checkbox"/> | harm                                  |
| <input type="checkbox"/> | Desire to travel to conflict    | <input type="checkbox"/> | 'Them and Us' language                |
| <input type="checkbox"/> | Drug use                        | <input type="checkbox"/> | Use of inflammatory language          |
| <input type="checkbox"/> |                                 |                          |                                       |

Please elaborate on any of the behaviours selected above or describe a behaviour not listed.



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## Circumstances of the individual

Please select any of the following circumstances that apply to the individual

<input type="checkbox"/> Adolescence or period of transition	<input type="checkbox"/> Learning disability Links
<input type="checkbox"/> Disability victim of crime	<input type="checkbox"/> to criminality Loss or
<input type="checkbox"/> Domestic abuse	<input type="checkbox"/> bereavement Mental
<input type="checkbox"/> Extremist material	<input type="checkbox"/> health Socially excluded
<input type="checkbox"/> Family breakdown	<input type="checkbox"/> Sexual abuse Trauma
<input type="checkbox"/> Family dispute	<input type="checkbox"/> from conflict
<input type="checkbox"/> Financial support	<input type="checkbox"/> Unemployment
<input type="checkbox"/> Gang or group membership	<input type="checkbox"/> Unexplained travel Victim
<input type="checkbox"/> Homelessness	<input type="checkbox"/> of hate crime
<input type="checkbox"/> Illness	<input type="checkbox"/>

Please elaborate on any of the circumstances selected above or describe a circumstance not listed.

The person you are sharing the concern with

Please provide details of the person you are sharing the concern with if known.

**Their name**

**Their role of job title Their**

**email**

**Their phone number**

Please tell us what you would like to see happen next or the support you require.

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