



ENGAGE PROJECT LTD CHILD PROTECTION AND SAFEGUARDING POLICY

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Reviewed By:	Directors of Engage Project
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1 Introduction and Context

1.1 Our vision & ethos

We are committed to providing the very best education and care for all our pupils and are dedicated to ensuring that this takes place by collaborating with our local and wider communities. Through these collaborations, we aim to empower our children to become enthusiastic, confident and independent learners who will use their time at Engage Project as a foundation for future success, happiness and lifelong learning. Through establishing a safe and inclusive learning environment that nurtures, supports and inspires, we aim to create resourceful problem-solvers who relish challenge and have high expectations of themselves and others. At Engage Project, we believe that children and young people must always come first and, as such, they are at the heart of every decision we make.

At Engage Project, our children and young people will know what it feels like to be good at something and have achieved their very best; love learning new things and want to keep

learning more; believe in themselves, and have confidence in their abilities; know friendship and learn how to get along with others; understand how to keep safe and healthy; feel part of our local community and be proud of our provision.

1.2 Our responsibilities

Engage Project fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the provision will deliver these responsibilities. This is an overarching policy.

This policy should be read in conjunction with:

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children) (Updated 2023) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

[“Keeping Children Safe in Education”](#) (Updated 2024) which is the statutory guidance for Schools and Colleges.

[“What to do if worried a child is being abused” \(March 2015\)](#)

[“Information Sharing: Advice for practitioners”](#) providing safeguarding services to children, young people, parents and carers (Updated 2018)

[“The Prevent Duty”](#) Departmental, advice for Schools and child care providers” (June 2015).

[“Working together to improve school attendance - GOV.UK”](#) – Statutory guidance from the DfE.

1.3 Our principles

Safeguarding arrangements at this alternative provision are underpinned by three key principles:

- **Safeguarding is everyone's responsibility:** all staff / anyone who has contact with a child or young person including volunteers should play their full part in keeping children safe;
- **We will aim to protect children using national, local and school child protection procedures;**
- **That all staff/anyone who has contact with a child or young person including volunteers** have a clear understanding regarding abuse, neglect and exploitation in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, (and volunteers) should feel confident that they can report all matters of Safeguarding in the provision where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.4 Our Policy

There are 6 main elements to our Policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that all staff / anyone who has contact with a child or young person including volunteers should look out for;
- Roles and responsibilities for Safeguarding;
- Expectations of all staff / anyone who has contact with a child or young person including volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children.
- How the provision will ensure that all staff / anyone who has contact with a child or young person including volunteers are appropriately trained, and checked for their suitability to work within the provision.
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our provision provides a safe environment for children to learn and develop. We will cross reference other policies relevant to our safeguarding in the provision and make reference to them in this policy where relevant.

2 Types of Abuse

2.1 Children who may require early help

All staff (and volunteers) working within the provision should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the Thresholds Document for a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse, family members in custody or parental offending.
- Is showing early signs of abuse and/or neglect
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is not attending school or are at risk of exclusion from school
- Is not in education, training or employment after the age of 16
- Pupils who have experienced multiple suspensions or at risk of permanent exclusion

These children are therefore more vulnerable; this provision will identify who their vulnerable children are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

2.2 Child Abuse

In relation to children safeguarding and promoting their welfare is defined as;

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

There are four types of child abuse as defined in 'Working Together to Safeguard Children' which is defined in the ['Keeping children safe in education' \(Updated 2023\)](#) as:

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate care-givers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

Bullying and forms of bullying including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. Refer to Engage Projects Anti Bullying Policy for further information.

2.3. Specific Safeguarding Issues

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Honor Based Violence
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On-line abuse/Sexting
- Child on child abuse
- Trafficking / Modern Slavery
- Missing children
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

2 Signs of Abuse (Child Protection)

3.1 Physical Abuse

Most children will collect cuts, bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

3.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

3.3 Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. School / Engage Project staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs, abuse both girls and boys of all ages. Indicators of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection

- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home/missing episodes
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults
- Use of inappropriate sexualised language

3.4 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'
- Constant hunger, sometimes stealing food from other children
- Constantly being underweight, over weight and/or a significant change in physical appearance
- Inappropriate and/or dirty clothing

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised
- Not having many friends
- Complaining of being tired all the time

- Not requesting medical assistance and/or failing to attend appointments

3.5 Specific Safeguarding Issues

This provision will incorporate signs of abuse and specific safeguarding issues on [Safeguarding](#) into Briefings, Staff Induction Training, and ongoing development training for all staff ~~/ anyone who has contact with a child or young person, including volunteers and~~ [volunteers](#).

3.6 Radicalisation and Extremism Duties

The provision will ensure all staff including volunteers adhere to their duties in the Prevent Guidance 2015 to prevent radicalisation and extremism. The Directors of Engage Project [will](#):

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all staff (and volunteers) implement the duty

This provision will respond to any concerns [s](#) about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

The provision is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the provision.

The provision will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate.

3.7 Child Sexual and Criminal Exploitation (Child Protection)

Risk factors may include;

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health (Sexual Exploitation)
- Decline in emotional wellbeing
- Spending more time online or on a mobile phone
- Secretive behaviour

All suspected or actual cases of CSE/CCE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff [or volunteers](#) are concerned about a pupil, they will refer to the Safeguarding Designated Leads within the provision.

3.8 Female Genital Mutilation (Child Protection)

The provision recognises and understands that there is ~~a now~~ a mandatory reporting duty for all [staff](#) to report to the police where it is believed an act of FGM has been carried out on a girl [aged](#) under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Leads.

Signs may include;

- Days absent from provision
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

3.9 Allegations of abuse against other children/~~Peer on Peer~~ Child on Child abuse (Child Protection)

We recognise that some children abuse other children ~~or their peers~~; ~~therefor~~ the reasons for this are complex and are often multi-faceted. We understand that we need as a provision ~~school~~ to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the provision. ~~Peer on peer~~ Child on Child –abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. The provision will consider and may apply the disciplinary policy. The provision will offer support to a victim.

We recognise Child on Child abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference-
- Bullying

We are working hard as a provision to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle Child on Child abuse.

3.10 The sending of indecent images from one person to another through Digital Media Devices

~~This school/college~~[Our Provision](#) accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

[“Sexting in Schools & Colleges: Responding to incidents & safeguarding young people”
UK Council for child internet safety](#)

[The DfE guidance 2014 on Searching Screening and Confiscation Advice for Schools –
updated 2022](#)

4 Safeguarding Roles and Responsibilities

4.1 All staff / anyone who has contact with a child or young person including volunteers have responsibility for the following:

- Being aware of the Local Authorities Safeguarding procedures and the referring schools/agencies, and ensuring these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child’s voice is heard and referred to;
- Knowing who the provision’s Designated Lead/Teacher(s) for Safeguarding are and the relevant links for [CIC-LAC](#) (~~Child in Care~~ / Looked After Children), SEND and Anti-Bullying.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the provision.
- To be aware of the ‘Allegations Against Professionals’ LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns ~~any~~ staff [and volunteers](#) have about a senior member of staff are referred to the correct person.

- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support.
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019', relevant sections of 'KCSIE [2023](#)' and local procedures for 'Safer Working Practices'.
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection [/ Child In Need](#) Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the [Children Act 1989](#); or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If staff or volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will decide [to](#) take the next step to share the safeguarding concern with parent school, (however, any member of staff or volunteer in the provision can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- To recognise the new requirements on Children Absent From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Absent from Education processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the provision has to those who are thinking about or who are about to home educate, including those who have been removed from a school roll with a view to home educate;
- Recognising that Looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential;

- All staff / ~~anyone who has contact with a child or young person including and~~ volunteers recognise their roles and responsibilities under SEND that those children in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will may need to refer into early help social care services for an assessment of their needs;
- All staff / anyone who has contact with a child or young person including volunteers are aware of the Private Fostering Policy and have an understanding of host families (Annex A KCSIE 2022) and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All staff / ~~anyone who has contact with a child or young person including and~~ volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include completing Preventing Radicalisation and Extremism training which fulfils the requirements of the Prevent Duty for schools/colleges;
- All staff / ~~anyone who has contact with a child or young person~~ including volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the parent school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All staff / anyone who has contact with a child or young person including volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- This provision recognises the importance of learning from National and Local Child Safeguarding Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection ~~responsibilities and roles~~ and responsibilities.

4.2 The Directors of ~~Learning Engage Project~~ are responsible for:

- Taking leadership responsibility for the provision's Safeguarding and Child Protection arrangements;

- Inform parent school of any Safeguarding concerns and liaise with the school's Designated Safeguarding Lead. Any follow up work should be shared with Designated Safeguarding Lead at Engage Project.
- Keeping up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe [South Yorkshire](#);
- Ensuring that we have a Designated Safeguarding Lead for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other members of Engage Project Team. The number of Designated Safeguarding Leads needs to be sufficient in number depending upon the size and demands of the provision.
- Ensuring that the Designated Safeguarding Leads are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training that is updated at least annually and with certified training every two years.
- That a Designated Safeguarding Lead is on the premises and available, where this is not available or in exceptional circumstances there is cover in place. The leadership team will ensure there is cover at all times for staff to have a clear pathway for raising and reporting concerns in a timely way.
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- We have an appointed teacher who is responsible for Looked After Children who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;
- That there are procedures in place for handling allegations against staff or volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case;
- All staff / anyone who has contact with a child or young person including volunteers and frequent visitors who will be working in the provision is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a child's safety or welfare, and knowledge about the provision's policies and procedures;
- That all staff have regular reviews of their own practice to ensure ongoing personal/professional development;

- All staff / anyone who has contact with a child or young person including volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That all important policies such as those for behaviour and bullying, are kept up to date;
- To ensure that children are taught about Safeguarding, including on-line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That the curriculum will implement sex and relationship teaching and make best use of PSHE to cover Safeguarding issues with children;
- We have in place an On-line Safety Policy equipped to deal with a widening range of issues associated with technology; this includes the risk of disinformation, misinformation and conspiracy theories.
- That we understand the need to identify trends and patterns regarding Children Absent from Education and to respond to / refer where required;
- That we understand the updated definition of Child Sexual Exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- That we notify the parent school if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- Acting on the 'Learning from Child Safeguarding Practice Reviews'.
- Ensures that all staff (and volunteers) are made aware of the Confidential Reporting Code (Whistle Blowing 2015).
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on [Engage Project's the school's](#) website.

4.3 Creating a safe environment:

- We will ensure that all staff / anyone who has contact with a child or young person including volunteers are competent to carry out their responsibilities for Safeguarding

in promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.

- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the provision's development.
- That the building; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with, including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made.

4.4 Recruitment and Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) -if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty;
- That we make use of the DBS Service where appropriate;

- That our volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the provision undertaking activities with the children;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the provision, the local community and or viewed to be inflammatory e.g. banned political groups;

The Designated Safeguarding Leads are:

~~Mrs Alexandra Fowler~~ [Miss Holly Kirk](#)
~~Mrs Marina Haddon~~ [Mrs Julie Kirk](#)
[Mr Kane Taylor](#)

The Designated Teacher for Looked after children:

~~Miss Kathryn Hanney~~ [Mrs Julie Kirk](#)

The Designated Lead(s) is/are for Anti- Bullying:

~~Mrs Alexandra Fowler~~ [Mr Kane Taylor](#)

4.5 Referring to Children's Social Care

Engage Project will ensure all staff / anyone who has contact with a child or young person including volunteers that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports to the parent school that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting

document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

When a member of staff, volunteer, parent, practitioner, or another person has concerns for a child, and if the provision are aware that the case is open to the Multi-Agency Team they should discuss with the allocated worker at the parent school to request escalation to Children's Social Care.

Schools should ensure they have spoken to the family about concerns raised and propose actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the provision becomes aware of this.**

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family
- Address and daytime phone numbers for the parents, including mobile
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral

Other information that may be essential:

- Addresses of wider family members
- Previous addresses of the family
- Schools and nurseries attended by the child and others in the household
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse
- Hospital ward/consultant/Named nurse and dates of admission/discharge
- Details of other children who may be in contact with the alleged abuser
- Details of other practitioners involved with the family
- Child's legal status and anyone not already mentioned who has parental responsibility
- History of previous concerns and any previous CAF or Initial Assessments completed

- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry

4.6 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the provision.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools (incl Transfer, Storage & Retention - July 2017) and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the provision or connected to the provision.

4.7 Recruitment

Engage Project will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education' are followed in all cases.

We will in all cases for example check on;

- the identity of candidates
- a check of professional qualifications
- the right to work in the UK
- make overseas checks where relevant
- ask for and follow up at least two references
- scrutinise applications for gaps in employment
- online searches of potential candidates

We will have a Single Central Record which will cover all Staff, including volunteers, frequent visitors, agency and supply, and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

We will ensure that all staff / anyone who has contact with a child or young person volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Engage Project will ensure there is a Staff Code of Conduct, ensuring all Staff / anyone who has contact with a child or young person volunteers are familiar with Safer Working Practices.

This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments.

We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

The Disclosure and Barring Service (DBS);

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

We will have a clear understanding of what regulated activity is and implications for volunteers in the provision. This may mean undertaking risk assessments on any activity.

We will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this

- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants
- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an independent school, including Academy or Free school

4.8 Dealing with allegations against staff and volunteers who work with children

The provision will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff).

If a member of staff has concerns about another member of staff, then this will be referred to a Director of Engage Project. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case using the Local Authority's LADO referral form and this is done by an appropriate member of the Senior Management Team.

The provision will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance.

Where there are allegations that are substantiated, the provision will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the

[Keeping Children Safe in Education statutory Guidance for schools/colleges](#)

4.9 Important contact details

Police Non Emergencies: 101

DfE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults

[Report Child Abuse](#)

Child Sexual Abuse CEOP:

NSPCC - National Helpline: Tel: 0808 800 5000

Childline: Tel: 0800 11 11

5 Management of the Policy

The Leadership Team will;

- Ensure all staff including volunteers read and have access to the policy
- That it is displayed on the provision's website
- That is overseen to ensure its implementation
- Review its content on an annual basis.