



**CR**e**A**T**I**VE Education Provision

**I.W.Y.S. – IT'S WHAT YOU SAY, CIC**

**POLICY FOR SAFEGUARDING  
INCORPORATING  
CHILD PROTECTION**

# SAFEGUARDING INCORPORATING CHILD PROTECTION

I.W.Y.S. It's What You Say - CIC

## Policy Consultation & Review

This policy is available on our Provision website and is available on request from the provision office. We also inform parents and carers about this policy when their children join our Alternative Provision.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with the updated statutory guidance [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/keeping-children-safe-in-education-2024-part-one.pdf) DfE (2024). [Keeping children safe in education 2024: part one \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124444/keeping-children-safe-in-education-2024-part-one.pdf)

This policy will be reviewed in full by Directors and Head of Provision on an annual basis. This policy was last reviewed in September 2024.

Signature



Charmaine Baines - Director/Head of Provision

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## 1. PURPOSE & AIMS

1.1 The purpose of I.W.Y.S. safeguarding policy is to ensure every child who is a registered pupil at our provision is safe and protected from harm. This means we will always work to:

- Protect children and young people at our provision from maltreatment.
- Prevent impairment of our children's and young people's mental and physical health or development.
- Ensure that children and young people at our provision grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our provision to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our provision.

1.3 Our provision fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our provision. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from provision or who go missing from education, particularly on repeat occasions. The Attendance/Designated Safeguarding Lead will discuss with all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, volunteers and visitors.

## 2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our provision will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our provision will be able to talk freely to any member of staff at our provision if they are worried or concerned about something. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our provision play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 At I.W.Y.S. Alternative Education Provision we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the child at their heart.

2.4 Where there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for children to

confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.6 Throughout our tailored and balanced curriculum, we will provide activities and opportunities for children to develop the knowledge, values and skills they need to identify risks, including knowing when and how to ask for help for themselves and others to stay safe (this includes online). The Relationships Education, Relationships and Sex Education and Health Education will cover relevant topics in an age and stage appropriate way, through a planned, developmental curriculum enabling pupils to learn about their rights and responsibilities to behave and stay safe in a variety of contexts on and offline. This will provide further reinforcement to help children identify risks, know when to seek support and develop the skills to ask for help from trustworthy, reliable sources. Further information can be found in the DfE guidance '[Teaching online safety in school.](#)' and '[Relationships Education, Relationships and Sex Education and Health Education.](#)'

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2018) and the **Stoke-on-Trent Safeguarding Children Partnership**

2.8 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified.

**These may include if a child:**

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan)
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.
- has a family member in prison, or is affected by parental offending.
- is persistently absent from education, including persistent absences for part of the provision day.

### 3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Charmaine Baines	charmaine@iwys.co.uk Tel: 07341 214173
Deputy DSL	Joy Baines	joy@iwys.co.uk Tel: 07341 214170
Head of Provision	Charmaine Baines	charmaine@iwys.co.uk Tel: 07341 214173

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our provision to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this provision. This includes the responsibility to provide a safe environment in which children can learn.

#### **The Head of Provision**

3.2 At I.W.Y.S. Alternative Education Provision the Headteacher is responsible for:

- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

#### **The Designated Safeguarding Lead (DSL)**

3.3 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our provision. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of ['Keeping Children Safe in Education'](#).

3.4 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.5 During term time the designated safeguarding lead and or a deputy will always be available (during provision hours) for staff in the provision to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the provision site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.6 The DSL at I.W.Y.S. Alternative Education Provision will represent our provision at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.7 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely (see section 7 for more information.)

3.8 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the provision to the agreed provision's **safeguarding training** package provided by Children's Services.

3.9 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.10 The DSL(s) will take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.

3.11 This will include understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential.

3.12 We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

#### **4. TRAINING & INDUCTION**

4.1 When new staff join our provision they will be informed of the safeguarding arrangements in place. They will be given a copy of our provision's 'Safeguarding induction pack' along with the staff code of conduct, Part one and/or Annex B of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the provision's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with information about how to record and report safeguarding concerns. All new staff will be given access to all I.W.Y.S. Alternative Education policies documented on the entrance to our main building and also accessible via our provision website [www.iwys.co.uk](http://www.iwys.co.uk), prior to commencing employment or volunteering. All new staff will be receiving induction prior to commencing employment or volunteering at I.W.Y.S. Alternative Education.

4.2 Every new members of staff or volunteer will receive our safeguarding induction packs and enrolled onto the Stoke-on-Trent Safeguarding Children Partnership Training programmes for those who do not have current Level 1 Safeguarding training during their induction period within 2 weeks of joining the provision. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated

Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our provision.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will have twice daily handover in the morning and at the end of teaching hours to raise any concerns

4.4 All regular visitors, temporary staff and volunteers to our provision will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Stoke-on-Trent Safeguarding Children's Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role by accessing national and local updates to staff, attendance at DSL cluster/forum meetings, Local Safeguarding Children's Groups and Personal Development and training.

4.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of '*Keeping Children Safe in Education*' (2022) and new updates, provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Stoke-on-Trent Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Stoke-on-Trent Provisions website](#).

## **5. PROCEDURES FOR MANAGING CONCERNS**

5.1 I.W.Y.S. Alternative Education Provision adheres to child protection procedures that have been agreed locally through the Stoke-on-Trent Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Stoke-on-Trent Local Assessment Protocol](#) and the [Stoke-on-Trent Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children at our provision are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are



evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of provision staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our provision. Any member of staff or visitor to the provision who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed system in the setting (see Appendix 1 for suggested template).

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Stoke-on-Trent Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Stoke-on-Trent Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Stoke-on-Trent CADS immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Stoke-on-Trent CADS, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head of Provision. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Stoke-on-Trent CADS directly with their concerns.

## 6. Specific Safeguarding Issues

### Contextual safeguarding

6.1 At I.W.Y.S. Alternative Education Provision we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the provision environment and/or can occur between children outside of the provision. This is known as contextual safeguarding. It is key that all provision staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges, and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

6.3 At I.W.Y.S. Alternative Education Provision we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

### Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE): County Lines and serious violence

6.4 At I.W.Y.S. Alternative Education Provision we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

6.5 At I.W.Y.S. Alternative Education Provision we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology. We understand that some children may not realise they are being exploited e.g. they may believe they are in a genuine romantic relationship.

6.6 At I.W.Y.S. Alternative Education Provision we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

6.7 We understand that children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. We will treat these children as victims understanding that they have been criminally exploited even if the activity appears to be something they have agreed or consented to. We recognise the experience of girls who are criminally exploited can be very different to that of boys and that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

6.8 At I.W.Y.S. Alternative Education Provision staff are aware of the indicators and risk factors which may signal a child is vulnerable to or involved with serious violent crime. We make reference to the Home Office's [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#) guidance for more information.

6.9 If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### **So-called 'honour-based violence (including Female Genital Mutilation and Forced Marriage**

6.10 At I.W.Y.S. Alternative Education Provision we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6.11 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

6.12 At I.W.Y.S. Alternative Education Provision we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email [fmfu@fco.gov.uk](mailto:fmfu@fco.gov.uk)

## **Preventing radicalisation and extremism**

6.13 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At I.W.Y.S. Alternative Education Provision, we will ensure that:

- Through training, staff, and volunteers have an understanding of what radicalisation and extremism is, why we need to be vigilant in provision and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our provision by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our provision for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with **Stoke-on-Trent Channel Procedures** and will represent our provision at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

## **Child on child Abuse and sexual violence and sexual harassment**

6.14 At I.W.Y.S. Alternative Education Provision all staff are trained so that they are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.
- Upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

6.15 We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos<sup>1</sup> (also known as sexting or youth produced sexual imagery) is a form of child-on-child abuse.

6.16 We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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<sup>1</sup> UKCIS guidance: [Sharing nudes and semi-nudes advice for education settings](#)

6.17 At I.W.Y.S. Alternative Education Provision all staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

6.18 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. The DSL will respond to any concerns related to child-on-child abuse in line with guidance outlined in Part five of '*Keeping Children Safe in Education*' and '[Sexual violence and sexual harassment between children in provisions and colleges](#)' (2022). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.19 We will work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

6.20 Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in provision whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [Safeguarding Children Partnership | Stoke-on-Trent Safeguarding Children Partnership | Stoke-on-Trent](#) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Stoke-on-Trent but the victim must live in Stoke-on-Trent to access support. [Contact Us - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](#)

## **Sexual violence KCSIE 2022**

451. It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/134 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does

not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).  
133 Jones, L et al. (2012) Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies. The Lancet July 2012.  
134 Sexual Offences Act 2003 (Legislation.gov.uk).106

**What is consent?**<sup>135</sup> Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.<sup>136</sup>

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16<sup>137</sup>
- sexual intercourse without consent is rape.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

### **Modern Slavery**

6.21 At I.W.Y.S. Alternative Education Provision we understand that modern slavery encompasses 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. We refer to the DfE guidance [Modern slavery: how to identify and support victims](#) for concerns of this nature. for concerns of this nature.

### **Safeguarding Responses to Children Who Go Missing from Education**

6.22 Children missing from education - A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will

make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

At I.W.Y.S. Alternative Education all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.23 At I.W.Y.S. Alternative Education we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of the first session of each provision day and once during the second session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from provision;
- The DSL we liaise with the other relevant professionals to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will undertake first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files. We will conduct home visits, refer to Parent/education Support Advisors, attend panel meetings with parents, carers and multi- agency core team.

## **Mental Health**

6.24 At I.W.Y.S. Alternative Education all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

6.25 We understand that 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. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.26 At I.W.Y.S. Alternative Education we have a named Mental Health Lead. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Provisions'](#) DfE guidance for further support.

## **Online Safety**

6.27 At I.W.Y.S. Alternative Education Provision all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

6.28 As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered, We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

6.29 More details can be found in our policies on Online Safety and Mobile and Smart Technology which consider the 4Cs, content, contact, conduct and commerce.

6.30 At I.W.Y.S. Alternative Education Provision we recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting.

## **Cybercrime**

6.31 We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

6.32 If there are concerns about a child in this area, the designated safeguarding lead will consider a referral to the [Cyber Choices programme](#) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

## **Children with special educational needs and disabilities or physical health issues**

6.33 At I.W.Y.S. Alternative Education Provision we recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.



6.34 We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

6.35 At I.W.Y.S. Alternative Education Provision we also recognise that pupils who attend Alternative Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## **7. RECORDS AND INFORMATION SHARING**

7.1 If staff are concerned about the welfare or safety of any child at our provision, they will record their concern on the agreed reporting form (Appendix 1). Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet if a paper system is used and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within provision on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves our provision, (including in year transfers) the DSL will make contact with the DSL at the new provision and will ensure that the child protection file is forwarded to the receiving provision. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term. We recognise that not providing information as per the timescales can impact on the child's safety, welfare and educational outcomes.

7.5 We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving provision and/or evidence of recorded delivery.

7.6 Prior to a child leaving we will consider if it would be appropriate to share any additional information with the new provision or college in advance to help them put in place the right support to safeguard this child.

7.7 Where a parent elects to remove their child from the provision roll to home educate, the provision will make arrangements to pass any safeguarding concerns to the **Learning Pathways co-ordinator** within Stoke-on-Trent County Council.

## **8. WORKING WITH PARENTS & CARERS**

8.1 I.W.Y.S. Alternative Education Provision is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our provision, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the provision website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Stoke-on-Trent Children's Advice & Duty Service.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the provision has about a child will not prevent the DSL making a referral to Stoke-on-Trent CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the provision requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from provision (if different from the above).

The Provision will retain this information on the pupil file. The provision will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the provision has been supplied with the adult's full details in writing.

*The following paragraph should be included for those provisions who are signed up to Operation Encompass or deleted as applicable:*

8.6 At I.W.Y.S. Alternative Education we are working in partnership with Stoke-on-Trent Constabulary and Stoke-on-Trent Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Stoke-on-Trent Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'Stoke-on-Trent Joint Agency Protocol for Domestic Abuse – Notifications to Provisions'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

## **9. CHILD PROTECTION CONFERENCES**

9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the provision in respect of individual children. Usually the person representing the provision at these meetings will be the Head of Provision/DSL or deputy DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the For further guidance please refer to the Staffordshire and the Stoke-on-Trent Safeguarding Children Boards joint [Information Sharing Guidance for Practitioners](#) provided by the Stoke-on-Trent Safeguarding Children Partnership. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at provision. In order to complete such reports, all relevant information will be sought from staff working with the child in provision.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **10. SAFER RECRUITMENT**

10.1 We will ensure that the Head of Provision and at least one member of staff have completed appropriate safer recruitment training. At all times the Head of Provision will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2024). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At I.W.Y.S. Alternative Provision we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

10.3 We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving provision, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

10.4 At I.W.Y.S. Alternative Provision we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children.

10.5 We will undertake Disclosure and Barring Service checks and other pre-employment checks as outlined in *'Keeping Children Safe in Education'* to ensure we are recruiting and selecting the most suitable people to work with our children.

10.6 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

10.7 At I.W.Y.S. Alternative Provision we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we

understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

## **11. SAFER WORKING PRACTICE**

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our provision's code of conduct at induction. They will be expected to know our provision's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them.

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in provision, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' \(May 2019\)](#). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## **12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS**

### **Allegations that may meet the harms threshold**

12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our provision. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in *'Working Together to Safeguard Children'* (2018) and *'Keeping Children Safe in Education'*, DfE (2024) below. An allegation may relate to a person who works / volunteers with children who 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 4<sup>th</sup> bullet point above recognises circumstances where a member of staff (including supply teachers) or volunteer is involved in an incident outside of provision/college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 At I.W.Y.S. Alternative Provision we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust who are not employed by the Provision to the LADO service directly at Contact details: [SRT.referrals@Stoke.gov.uk](mailto:SRT.referrals@Stoke.gov.uk) phone number is: 01782 235100. These are adults such as those in the voluntary sector, taxi drivers, escorts, and fosters carers.

12.4 We will take all possible steps to safeguard our children and to ensure that the adults in our provision are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in Part 4 of '*Keeping Children Safe in Education*', DfE (2023) are adhered to and will seek appropriate advice. The first point of contact for provisions regarding concerns and/ or allegation issues (including for supply teachers) is via the Local Authority. If the advice is to make a referral to the LADO service then contact the LADO service directly at Contact details: [SRT.referrals@Stoke.gov.uk](mailto:SRT.referrals@Stoke.gov.uk) phone number is: 01782235100.

12.5 If an allegation is made or information is received about *any* adult who works/ volunteer in our setting which indicates that they may be unsuitable to work / volunteer with children, the member of staff receiving the information should inform the Head of provision immediately. This includes concerns relating to agency and supply staff and volunteers. In the event of allegations of abuse being made against the Headteacher, the procedure described in 12.4 should be followed.

12.6 The Head of provision will seek advice from the LADO within one working day. No member of staff will undertake further investigations before receiving advice from the LADO.

12.7 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the provision is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the Provision will usually take the lead in conducting an investigation as we have direct access to any affected children and other provision staff to collect the facts.

12.8 Any member of staff or volunteer who does not feel confident to raise their concerns with the Head of Provision should contact the LADO directly via email to LADO service directly at Contact details: [SRT.referrals@Stoke.gov.uk](mailto:SRT.referrals@Stoke.gov.uk) phone number is: 01782235100.

12.9 Further [information and guidance documents in relation to the LADO process](#), forms, leaflets and the Allegations against Persons who Work/Volunteer with Children Procedures are found on the Stoke-on-Trent Safeguarding Children Partnership website. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

12.10 The Provision has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our provision, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The Provision must also consider whether to refer the case to the Secretary of State (via

the Teaching Regulation Agency) if a teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

### **Concerns that do not meet the harm threshold**

12.11 The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the thresholds as stated above. In Stoke-on-Trent the 'low level' concern process is to consult with the If you need to speak to someone about the Education Welfare Service please contact: 01782 235355 or email your question to Education.Welfare@stoke.gov.uk. At I.W.Y.S. Alternative Provision we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the provision or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

12.12 We have a policy which sets out what low level concerns are, the importance of sharing these appropriately, how the setting addresses unprofessional behaviour and supports the individual to correct it at an early stage. This includes when staff should 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.

12.13 At I.W.Y.S. Alternative Education Provision we understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action. This could be through a disciplinary process but also by referring to the Local Authority Education Duty Desk on 01603 307797. Please note, where a child, parent/carer or staff member makes an allegation of harm, this will not be considered as a 'low level' concern without consultation with the Local Authority Education Duty Desk or the LADO service directly.

12.14 We recognise that 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. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

### **13. Use of premises for non-provision activities**

N/A

### **14 RELEVANT POLICIES**

14.1 To underpin the values and ethos of our provision and our intent to ensure that pupils at our provision are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- IWYS – It's What You Say CIC Child Protection and Safeguarding Policy
- IWYS – It's What You Say PERIPATETIC-TEACHING POLICY
- Keeping Children Safe in Education Policy
- IWYS Lone working policy
- IWYS – Code of Conduct and Behaviour policy
- IWYS – It's What You Say – GDPR and Data Protection Policy
- I.W.Y.S. – It's What You Say CIC – Online Safety Policy

- I.W.Y.S. – It's What You Say CIC – Health and Safety Policy
- I.W.Y.S. – It's What You Say – CIC Data-Retention-Policy
- I.W.Y.S Volunteers in School Policy
- Escalation Procedure Policy
- I.W.Y.S. – It's What You Say CIC Administering-Medication-Policy

## 15. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) DfE (2024)
- [Stoke-on-Trent Safeguarding Children Partnership procedures](#)
- [D01\\_LADO\\_Procedure\\_November\\_2018.pdf \(stoke.gov.uk\)](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings \(May 2019\)](#)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Prevent duty: Departmental advice for provisions and childcare providers](#) DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in provisions and colleges](#) DfE (July 2022)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in provision DfE](#) (June 2019)
- [Mental Health and Behaviour in Provisions](#) DfE (November 2018)
- [Data protection: toolkit for provisions](#) DfE (September 2018)
- [Promoting the education of children with a social worker](#) (June 2022)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

### Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point from page 155 – 161.

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)

## Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Charmaine Baines if they have a safeguarding concern about a child in our provision.

Full name of child	Date of Birth	Class/Tutor/Form group	Your name and position in provision

### Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

**[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]**

**[Make it clear if you have a raised a concern about a similar issue previously]**

**Your signature:**

**Time form completed:**

**Date:**

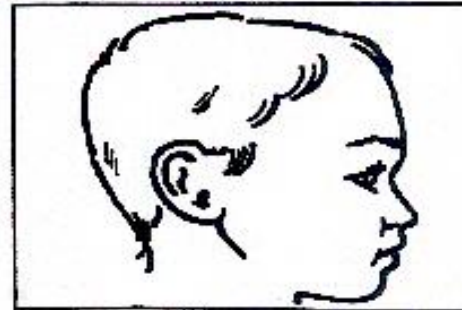
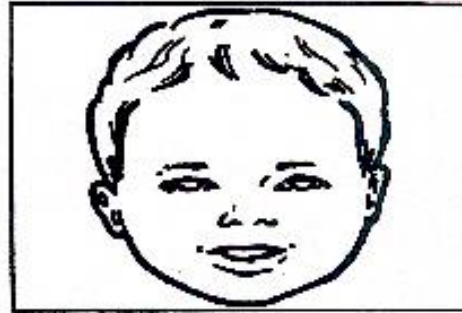
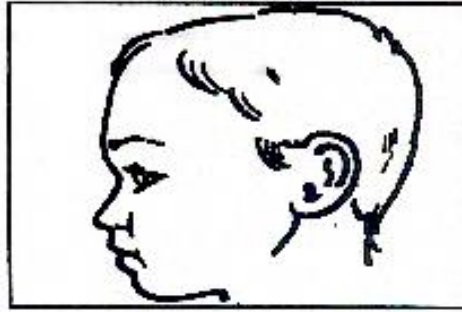
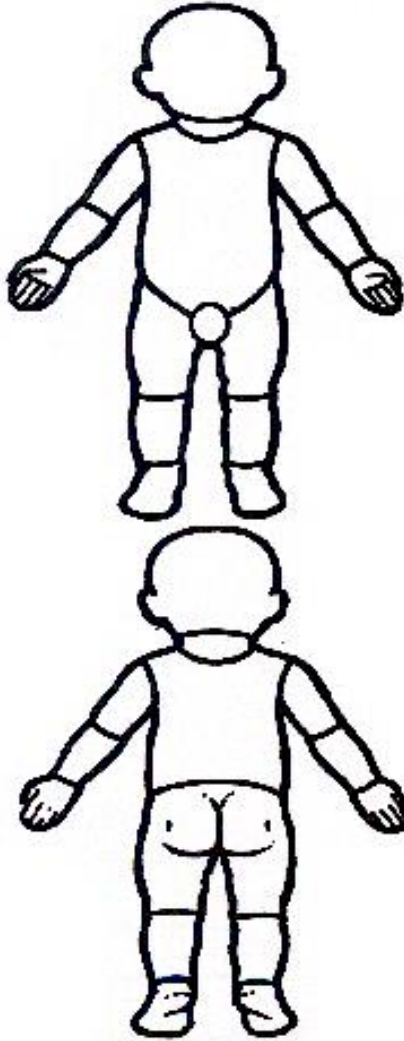
Time form received by DSL:

Action taken by DSL:



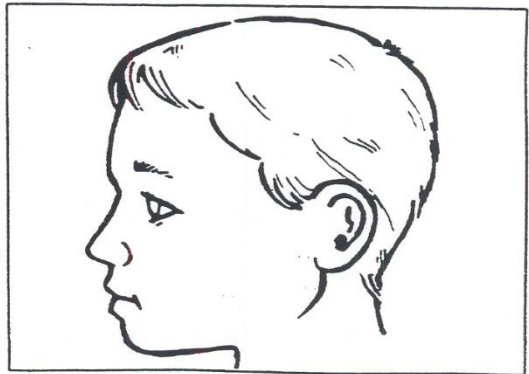
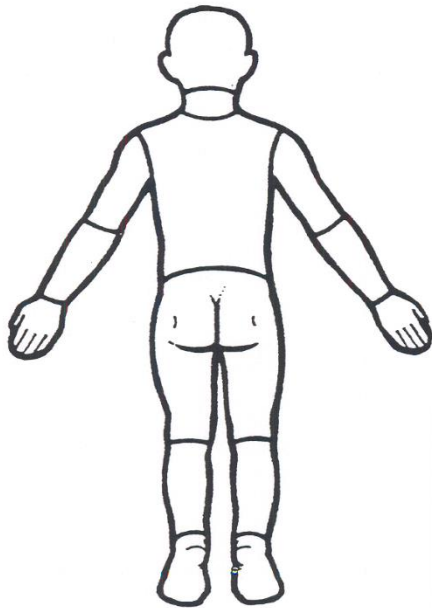
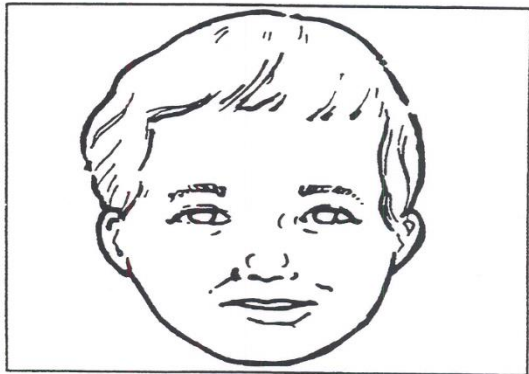
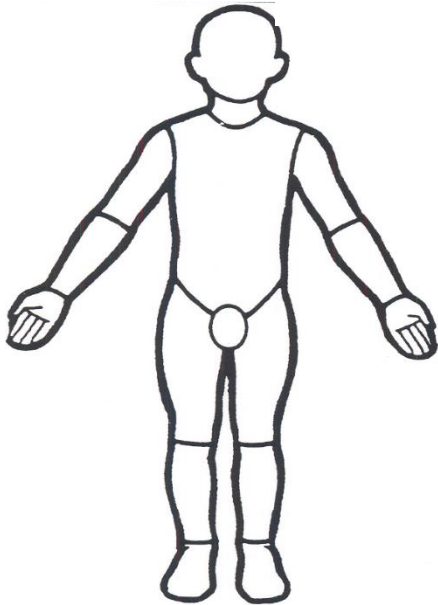
## Body Map

Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form

**Older Child**



**Indicate clearly where the injury was seen and attach this to the Recording Form**

## **Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children, and at our provision we take this responsibility seriously.

If you have any concerns about a child or young person in our provision, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the IWYS Safeguarding Folder Please ensure you complete all sections as described.**

**If you are unable to locate them ask a member of the provision office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of Provision. If an allegation is made about the Head of Provision you should pass this information to the Local Authority Duty Desk on [SRT.referrals@Stoke.gov.uk](mailto:SRT.referrals@Stoke.gov.uk) phone number is: 01782 235100. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **The people you should talk to at IWYS provision are:**

Charmaine Baines - Designated Safeguarding Lead (DSL):  
Contact Number: 07341 214173

Deputy Designated Lead: - Joy Baines  
Contact Number: 07341 214170

**At I.W.Y.S. Alternative Education provision we strive to safeguard and promote the welfare of all of our children.**

**Multi-Agency Confirmation of Referral to**  
**Stoke-on-Trent Children's Social Care**  
**and Targeted Early Help Service**

This form should always be completed when making a referral to Stoke-on-Trent Statutory Children's Social Care; Safeguarding and Referral Team and Targeted Early Help Service. This is to allow the sharing of information with other agencies. All urgent child protection referrals should initially be made by telephone and then confirmed in writing as soon as possible, **ideally within 24 hours but within a maximum timescale of 48 hours** using this form.

**Contact details: [SRT.referrals@Stoke.gov.uk](mailto:SRT.referrals@Stoke.gov.uk) phone number is: 01782 235100**

Concerns should be discussed with the child's parents / carers, making them aware that a referral to Stoke-on-Trent Children's Social Care and / or Early Help Service will be made and gaining consent to do so. **This is unless to do so would place the child at risk of significant harm, or any other individual at risk of serious harm, or lead to interference with any potential investigation. The child's safety and well-being must be the overriding consideration in making any such decisions.**

## MARF's WITH INSUFFICIENT INFORMATION WILL BE RETURNED

PLEASE NOTE ALL MARF's SHOULD BE TYPED NOT HANDWRITTEN

<b>REFERRAL DATE</b>		<b>TIME</b>	
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<b>Who have you spoken to about this referral?</b> <i>EG; Consultation Line, EH, Line Manager, Designated Safeguarding Lead</i>			
<b>What work has your organisation completed with this child/ family prior to this referral?</b>			
<b>Signatures</b>	<b>Person Making Referral</b>	<b>Child Protection / Lead Line Manager</b>	
<b>Print Name</b>			
<b>Signature</b>			
<b>Detail of Referrer</b>			
<b>Name</b>			
<b>Designation</b>			
<b>Organisation</b>			
<b>Address</b>			
<b>Post Code</b>			
<b>Email Address</b>			
<b>Telephone number/ DD</b>			
<b>Are you aware of previous referrals being made regarding this child/ family?</b>	<b>Yes/ No</b> <i>(delete as appropriate)</i>	If <b>Yes</b> , what were the concerns / Issues?	

<b>CONSENT</b>				
<b>Has consent been obtained to progress this referral to the MASH?</b> <i>(please select yes or no)</i>	<b>Yes</b>		<b>No</b> <i>Please state why?</i>	
<b>Has consent been obtained from the parent / carer to share information?</b> <i>(please select yes or no)</i>	<b>Yes</b>		<b>No</b> <i>Please state why?</i>	
<b>If consent has NOT been obtained, please clearly record the reason/s for this?</b>				
<i>(Please note we are unable to progress any section 17 referrals without parental consent, so please endeavour to obtain this. Please note any without consent will be returned)</i>				

<b>What service do you require for this family?</b> <i>(please tick)</i>  <i>(Please note when information is processed the most suitable service will be identified)</i>	<b>Targeted Early Help - Family Support</b>		<b>Statutory Safeguarding - Childrens Social Care</b>		
<b>DO YOU CONSIDER THE CHILD /YOUNG PERSON TO BE AT RISK OF IMMEDIATE HARM?</b>					
<b>YES</b>				<b>NO</b>	
<b>Unborn /Child/ Young Person</b>					
<b>Child Forename</b>		<b>Child Surname</b>		<b>Gender</b>	<b>DOB/ EDD</b>
					<b>NHS Number</b>
<b>If unborn – Hospital that mother is booked into</b>					
<b>Address: Include all addresses where children reside</b>				<b>Telephone Numbers: Home /Mobile</b>	
<b>Ethnic Origin</b>					
<b>1st Language</b>					
<b>Interpreter Required</b>					
<b>Religion / Belief</b>					

<b>Parent /Carers details</b>	<b>Person 1</b>	<b>Person 2</b>
<b>Forename</b>		
<b>Surname</b>		
<b>DOB</b>		
<b>Relationship</b>		
<b>Address</b>		

<b>Telephone Number/s</b>		
<b>First Language</b>		
<b>Is an Interpreter /Signer required?</b>		

<b>Other Household Members</b>				
<b>Forenames</b>	<b>Surname</b>	<b>DOB</b>	<b>Relationship</b>	<b>Contact details <i>(if known)</i></b>

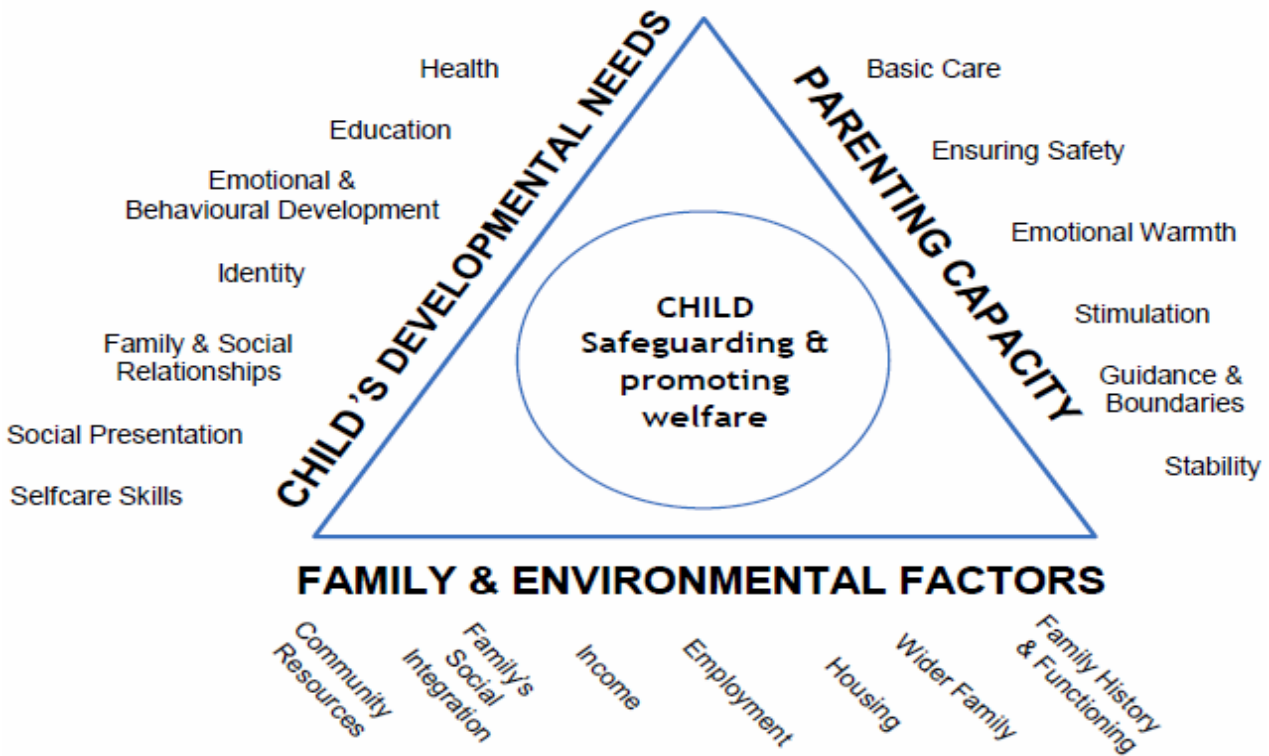
<b>Are you aware of any of the following concerns? (tick as appropriate)</b>							
<b>Domestic Abuse</b>		<b>Substance Misuse</b>		<b>Disabilities / Learning Difficulties</b>		<b>Neglect</b>	
<b>Mental Illness</b>		<b>CSE / CCE (exploitation)</b>		<b>Young Carer</b>		<b>Private Fostering</b>	

<b>Reason for Referral:</b>	
<p><i>(Please include as much information as possible. Remember that the assessment of the level of intervention required will be based upon the information that you provide. You will need to consider the child's developmental needs; parenting and / or carer capacity to meet the child's needs; and family and environmental factors).</i></p>	
<b>Voice of the child? Does the child currently feel safe?</b>	

<b>Has an Early Help Assessment been completed? / Has a CSE risk matrix been completed?</b>  <i>(If so please gain consent to share a copy)</i>	Yes		Lead Worker	
	No		Why not?	

<b>Are you aware of any other agencies involved</b> <i>(eg: GP, Health visitor, School Nurse, CAMHS, Youth Justice Service)</i>			
Name	Designation	Address	Contact details: Telephone/ Email

### Assessment Framework



Contact Details [SRT.referrals@Stoke.gov.uk](mailto:SRT.referrals@Stoke.gov.uk) phone number is: 01782 235100