



EDSHIFT@THE YOUTHBASE

CHILD PROTECTION POLICY, PROCEDURES AND STATUTORY GUIDANCE

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<p>EdShift CIC Child Protection Policy is in line with the quality and standards expected from Calderdale Safeguarding Children Partnership (CSCP) and will be approved and monitored by the board of directors and CEO. This policy will be reviewed annually or when new legislation requires changes, whichever is the soonest.</p>		
EdShift CEO	Elspeth Lea Brook CEO	Date 19.09.23 Signature
EdShift Chair of the board	Nina Thomas	Date 19.09.23 Signature

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1. SAFEGUARDING POLICY STATEMENT:

A trauma informed; child-centred, whole family approach is fundamental to all aspects of everyday life at EdShift@The YouthBase.

In practice this means keeping children at the centre of decision making in our partnership working with children and their families. As stated in the Children Acts 1989 and 2004, the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

We hope that parents and carers appreciate our goals to offer early intervention, prevention, and complex therapeutic support and, depending on the gravity of the situation, protect children in need and who have suffered or otherwise likely to suffer significant harm.

The core objective of our child protection procedures is to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible.

at EdShift@The YouthBase we strive to create a culture which encourages children to express their feelings and can talk about anything that is of importance to them. We believe that every child deserves to feel safe and have access to quality provision and support so they can make sense of their experiences and process their trauma.

We want children and young people, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all our staff and the specific roles and responsibilities for our key designated safeguarding leads and governance.

2. EDSHIFT@ THE YOUTHBASE RESPONSIBILITIES AND GOVERNANCE:

ROLE:	NAME:	CONTACT DETAILS:
Designated Safeguarding Lead (DSL)	Elsbeth Lea Brook	Ellie@edshift.co.uk 07596855364
Deputy Designated Safeguarding Lead (DDSL)	Sharon Bird	Sharon@edshift.co.uk 07596855359
Mental Health Lead	Georgia Griffiths	Georgia@edshift.co.uk
Chair of the Board	Nina Thomas	Nina@THOMASSTONER.CO.UK 07725050893
Vice Chair of the Board	Roger Seeney	Roger@THOMASSTONER.CO.UK
Safeguarding Lead of the Board	Nina Thomas	As above

3. NON EDSHIFT@THE YOUTHBASE CONTACTS

SERVICE/ ROLE	CONTACT DETAILS
Local Authority Designated Officer (LADO)	ladoopadmin@calderdale.gov.uk 01422 394055 https://safeguarding.calderdale.gov.uk/wp-content/uploads/2023/04/LADO-Referral-Form.doc
MAST Multi Agency Screening Team	01422 393336 working hours. Out of hours Emergency Duty Team on 01422 288000. CSC-and-EI-Referral-Form.docx (live.com)
NSPCC Helpline	0808 800 5000 Email: help@NSPCC.org.uk
Police	Emergency 999, non-emergency 101
Branching out Drug and alcohol misuse for young people aged 10-21	https://humankindcharity.org.uk/service/calderdale-branching-out/
CSE	CMBC Emergency Duty Team - 01422 288000 Child Exploitation and Online Protection (CEOP) www.ceop.police.uk ChildLine - 0800 1111
Kirklees, Calderdale & Wakefield Rape and Sexual Abuse Centre	Helpline: 0300 303 4787 https://www.kcrasac.co.uk/
Mental health support	01422 300 001 firstpointofcontact@openmindscamhs.org.uk https://openmindscamhs.org.uk/
LGBTQ+ Brunswick Centre	01422 341 764 https://www.thebrunswickcentre.org.uk/contact

4. LEGISLATION AND GUIDANCE:

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) and [Working Together to Safeguard Children \(2018\)](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 4 definitions).

[The Children Act 1989](#) (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B (11) of the [Female Genital Mutilation Act 2003](#), as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18. Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the [European Convention on Human Rights \(ECHR\)](#).

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means the board and CEO should carefully consider how they are supporting their pupils regarding these characteristics.

The Act allows EdShift to take positive action to deal with disadvantages affecting children and young people (where we can show it's proportionate). This includes making reasonable adjustments for disabled children. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how

to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobia or transphobic bullying; or racial discrimination,

What to do if you're worried a child is being abused is guidance from the Department for Education and is designed for anyone who works with children and families. This is additional guidance that details signs of abuse and neglect to look out for and what action to take if professionals are concerned. The first point of reference for those working and volunteering in education settings should still be [Keeping Children Safe in Education \(2023\)](#) and the setting's own Safeguarding and Child Protection policies and procedures.

Calderdale Safeguarding Children Partnership CSCP sets out for all agencies our Child Safeguarding Arrangements for Calderdale to work together to identify and respond to the needs of children, young people and families see CSCP Procedures Manual and Continuum of Need for children and young people 2023.

<https://safeguarding.calderdale.gov.uk/wp-content/uploads/2021/09/Continuum-of-Need-and-Response-2021-Accessible-Version.pdf#:~:text=Continuum%20of%20Need%20and%20Response%20Level%20%20represents,a%20single%20practitioner%20or%20agency%20-%20universal%20services>

They have a strategic function rather than operational direct work with children. Their vision and values are committed to delivering multi-agency child safeguarding arrangements of the highest quality and advocate how all partners practice should continuously evolve to reflect the changing needs and circumstances of our community. This is in line with statutory guidance, Working Together to Safeguard Children 2018.

The three local safeguarding partners jointly leading the Partnership are:

- Local Authority – Calderdale Council
- Clinical Commissioning Group – West Yorkshire Integrated Care Board
- District Police Force – West Yorkshire Police

The aims of the [Calderdale Safeguarding Children Partnership \(CSCP\)](#) are to support and enable local organisations and agencies to work together in a system where:

- Children are safeguarded and their welfare promoted.
- Partner organisations and agencies collaborate, share, and co-own the vision for how to achieve improved outcomes for vulnerable children.

- Organisations challenge appropriately and hold one another to account effectively.
- There is early identification and analysis of new safeguarding issues and emerging threats.
- Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice.
- Information is shared effectively to facilitate more accurate and timely decision making for children and families.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the [Early Years Foundation Stage](#).

This policy also complies with our funding agreements and articles of association.

5. DEFINITIONS: SAFEGUARDING AND CHILD PROTECTION:

Safeguarding as defined by The Children Act 1989 (<https://www.legislation.gov.uk/ukpga/1989/41/contents>) means:

- To prevent harm to a child’s health and/or development to protect children from abuse and maltreatment.
- To ensure children grow up with the provision of safe and effective care.
- To take action to enable all children and young people to have the best outcomes.

All our staff at EdShift are expected to be familiar with the wide range of policies and procedures to keep our children safe and always promote their wellbeing.

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

CALDERDALE’S EARLY HELP PATHWAY:

The Early Help Strategy has been developed to deliver a co-ordinated approach to multiagency locality working. This provides Calderdale Council and its partners a robust framework to ensure the delivery of efficient and effective services to families. The priority is to deliver intervention, which is early and focused for children, young people (0-18 or 0-25 for a child with a disability) and their families who have been identified as being most at risk of needing support from a specialist service.

An essential part of successful Early Help is to identify the appropriate needs of an individual or family. Where a service has specific concerns, an Early Help Pathway should be completed before a referral to the referral to Early Intervention Panel is made. This will allow you and your service as the referring agency to gather as much information as possible to allow early and effective interventions to be agreed.

The Early Help Pathway is a key element of our strategy in delivering more effective, early intervention, as well as prevention. The Early Help Pathway and Continuum of Need are an important tool for the identification and assessment of children and young people considered to need additional support. Children and young people considered to need additional support are most likely to be at level 2 and 3 of the Continuum of Need.

Whenever a practitioner working with a family identifies a potential unmet need for a child or young person and/or a family is requesting support, they should consider undertaking an Early Help Pathway. This will help the practitioner, work with the family, to identify key areas of worry and strengths, help specify desired outcomes and identify key services.

CONTINUUM OF NEED AND RESPONSE:

The Continuum of Need model represents a spectrum of needs, visualised through a windscreen. This illustrates how we respond to the needs of children and their families across the four levels of need: Universal, Additional, Intensive and Specialist (Child Protection or Child in Need)

The purpose is that services work collaboratively and openly with families for interventions and referrals in most instances.

Early Help Pathway is Calderdale's local offer and relies on children and families sharing concerns identified and the willingness to engage; this means that full consent from children and families is required.

EARLY INTERVENTION SINGLE ASSESSMENT:

The Early Intervention Single Assessment (or EISA) is an assessment to identify the needs of children, young people, and their families. It involves listening to you and your child/ren to find out your child/ren's needs, and what is working well for your child/ren and the family unit. Once the needs have been identified a plan will be agreed with you and your child/ren and will be put in place to address and meet the needs of your child/ren and family.

CHILD IN NEED:

Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in Need may be assessed under section 17 of the Children Act 1989 by a social worker. Agencies have a duty to cooperate with Children's Services, and parental consent is required.

CHILD PROTECTION:

Child Protection under section 47 of the Children Act 1989, places a duty on the Local Authority to make enquiries and decide whether to take any action to safeguard or promote the child's welfare when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse and neglect. This includes female genital mutilation (FGM) and other honour-based violence, and extra-familial threats including radicalisation and sexual or criminal exploitation. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Parental consent is not required if this would place the child at further risk of harm.

SIGNIFICANT HARM:

Significant Harm is the threshold for a Child Protection response. If Children's Services suspect a child has suffered or is likely to suffer significant harm, then they must by law carry out child protection enquiries. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse.

The phrase 'significant harm' was introduced by the [Children Act 1989](#). The Act does not define 'significant'. The question of whether harm is 'significant' relates to its impact on a child's health or development.

CHILDREN LOOKED AFTER: A CHILD IS 'LOOKED AFTER' (IN CARE)

A looked after child is if a child is in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to child or LA approved foster carer.

ABUSE:

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

NEGLECT:

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

CALDERDALE SAFEGUARDING PARTNERSHIP:

The three safeguarding partners locally known as Calderdale Safeguarding Children's Partnership (CSCP) comprises of:

- Local Authority – Calderdale Council
- Clinical Commissioning Group – West Yorkshire Integrated Care Board
- District Police Force – West Yorkshire Police

Safeguarding Partners are identified in [Keeping Children Safe in Education 2023 \(and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017\)](#).

These three partners have the strategic responsibility for setting out safeguarding procedures and arrangements for all organisations and agencies who have functions relating to children, and who are required to work together to safeguard and promote their welfare. These organisations

and agencies are named in statutory guidance [Working Together to Safeguard Children 2018](#).

We also follow the six principles of safeguarding as defined by the [Care Act 2014](#):

- Prevention – *Stop abuse before it happens, raise awareness, train staff and make information easily accessible.*
- Empowerment – *Ensure people are supported and confident in making their own decisions and giving informed consent.*
- Protection – *Put measures in place to help stop abuse from occurring and offer help and support to those at risk.*
- Proportionality – *Ensure we consider each person when dealing with abuse, respecting everyone, and assessing any risks presented, taking a proportionate and least intrusive response to the issue presented.*
- Partnership – *Building partnerships with local communities and other organisations to work together, create solutions, so they can assist in preventing and detecting risk and abuse.*
- Accountability – *Safeguarding is everyone's responsibility and accountability and having complete transparency in delivering safeguarding practice makes sure that everyone plays their part when it comes to safeguarding children.*

VICTIM:

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

6. EQUALITY STATEMENT, CHILDREN WITH PROTECTED CHARACTERISTICS:

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At EdShift we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics

they may have. As stated in the [Equality Act 2010](#), we recognise the protected characteristics that may be applicable to our children and young people:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff understand the importance of recognising that a child may benefit from additional support, and it is integral to look and listen out particularly for children who have:

- special educational needs
- disabilities
- health conditions
- a young carer

Who could experience discrimination due to their:

- race
- ethnicity
- religion
- gender
- identification
- sexuality
- English as an additional language

Are known to be living in difficult situations:

- temporary accommodation
- substance abuse
- domestic violence
- FGM
- sexual exploitation
- forced marriage
- radicalisation
- asylum seekers

Are at risk due to:

- Mental health needs
- Are looked after or previously looked after.
- Are missing or absent from education.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

We work with children who have special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that can include:

- Assumptions that indicators of possible abuse, such as behaviour, mood, and injury, relate to the child's impairment without further exploration.
- Assumptions that children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs.
- Communication barriers and difficulties.
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse
- Lack of choice/ participation
- Isolation.

CHILDREN LOOKED AFTER (CLA):

The most common reason for a child to become looked after is because of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm.

This includes:

- Appointment of a Designated Lead for CLA
- Appropriate staff made aware of a child's looked after status.
- Ensure that necessary staff have the skills, knowledge and understanding of the child's needs.

- Ensure the child's file contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility.
- Keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for CLA lead to liaise with.

SAFEGUARDING AND CHILD PROTECTION IS EVERYONE'S RESPONSIBILITY.

This policy applies to all staff, volunteers, and the board at EdShift and is consistent with national duties outlined in [Working Together to Safeguard Children](#) and local expectations expected within [Calderdale Safeguarding Children Partnership](#).

Our Child Protection (CP) policy and procedure applies to activities taking place at EdShift@The YouthBase and is extended to our delivery in schools and other off-site activities.

EdShift@The YouthBase plays a crucial role in preventative education. This is in the context of our approach to preparing young people for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment.

This is underpinned by our:

- Equality, equity and diversity Policy
- VAWG Policy and Procedure

EdShift's RSHE prevention programme tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice, and equality
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
- What constitutes sexual harassment and sexual violence and why they're always unacceptable.

7. ROLE AND RESPONSIBILITY OF ALL STAFF INCLUDING STUDENTS, AND LEADERSHIP

All staff will be required to:

- Complete Mandatory Level 1, 2 and 3 level safeguarding training
- Read and sign that they have understood what is outlined in EdShift's Child Protection Policy
- Refresh their safeguarding training at least annually.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g., sites they need to visit or who they'll be interacting with online)
- Provide a safe space for children who are LGBTQ+ to speak out and share their concerns.

All staff to be aware of EdShift's:

- Safeguarding arrangements
- Safeguarding Systems
- The role and identity of the Designated Safeguarding Lead (DSL) and deputies
- Safeguarding response to children who are 'not brought' to sessions, particularly on repeat occasions and/or prolonged periods.
- The process for making referrals to the Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM.
- How to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at EdShift and online (this is referred to as extra familial harm or contextual safeguarding).
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection.

All new staff/ volunteers to be given copies of:

- Child Protection Policy
- Staff Code of Conduct
- Access to the local authority's training

ROLE AND RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of the senior leadership team.

The DSL takes lead responsibility for EdShift's Child Protection and wider safeguarding arrangements.

The DSL will be available during working hours for staff to discuss any safeguarding concerns on [07596855364](tel:07596855364).

If non-urgent matters arise out of work hours, EdShift's DSL can be contacted via: ellie@edshift.co.uk

When the DSL is absent, please contact EdShift's Deputy DSL for non-emergency: sharon@edshift.co.uk or during work hours [07596855359](tel:07596855359).

If EdShift's DSL and deputies are not available or cannot be reached you can contact nina@thomasstoner.co.uk on [07725050893](tel:07725050893).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.

- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at EdShift.

The DSL will also:

- Keep the senior leadership team informed of any issues.
- Liaise with Local Authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with Police and Local Authority Children's Social Care colleagues to prepare EdShift's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search.

ROLE AND RESPONSIBILITIES OF THE BOARD:

The board have a strategic role within EdShift's leadership and management team and must ensure that all staff always comply with legislation and local guidance.

The board will:

- Facilitate a whole-organisation approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the CEO to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.
- Appoint a senior body level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.

Ensure that all directors:

- Read Working Together to Safeguard Children in its entirety.
- Review compliance at least annually.
- Sign a declaration at the beginning of each year to say that they have reviewed the above guidance (bottom of this policy)
- Ensure that EdShift has appropriate filtering and monitoring systems in place and review their effectiveness.

This includes:

Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

The directors will make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within our approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- EdShift has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including volunteers).
- That this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.
- The Chair of the board will act as the 'case manager' if an allegation of abuse is made against the CEO where appropriate.

ROLE AND RESPONSIBILITY OF THE CEO

The CEO is responsible for the implementation of this policy, including:

- Ensuring that staff and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.

- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Overseeing the safe use of technology, mobile phones and cameras.

7. CONFIDENTIALITY AND SHARING INFORMATION

The Data Protection Act 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. EdShift recognises that timely information sharing is essential for effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Staff should never promise a child that they will not tell anyone about a safeguarding disclosure, as this may not be in the child's best interests.

The following principles apply to EdShift's confidentiality agreement:

Timely information sharing is essential to effective safeguarding.

The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if:

- it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

If a victim asks EdShift not to tell anyone about the sexual violence or sexual harassment:

- Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

The DSL should consider the following points:

- Parents or carers should normally be informed (unless this would put the victim at greater risk).
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Local Authority Children's Social Care where the child resides.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police.
- While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information and will support staff who must make decisions about sharing information.

7 GOLDEN RULES:

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom

- information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
 4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
 5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
 6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
 7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

In this section, any reference to the DSL will mean both lead and all deputy safeguarding leads.

8. RECOGNISE AND RESPOND TO ABUSE AND NEGLECT

All our staff are aware of the indicators of abuse and neglect outlined below. They understand that children can be at risk of harm inside and outside of EdShift, inside and outside of their homes, wholly online or via the use of technology offline.

They are also aware that harm to a child can be caused by an adult or adults or by another child or children. We encourage our staff to be professionally curious and mindful of what to look out for as this is vital for the early identification of abuse and neglect so that we can identify children who may need further help or protection.

PHYSICAL ABUSE

DEFINITION:	INDICATORS:
<p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> • Hitting • Shaking • Throwing • Poisoning • Burning or scalding • Drowning • Suffocating or otherwise causing physical harm to a child. • Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated induced illness FI) 	<p>Bruises: Commonly on the head but also on the ear, neck or soft areas (abdomen, back and buttocks) Defensive wounds commonly on the forearm, upper arm, back of the leg, hands, or feet. Clusters of bruises on the upper arm, outside of the thigh or on the body. Bruises with dots of blood under the skin A bruised scalp and swollen eyes from hair being pulled violently. Bruises in the shape of a hand or object Bruises on non-mobile babies.</p> <p>Burns or scalds: Can be from hot liquids, hot objects, flames, chemicals, or electricity. These may be on the hands, back, shoulders or buttocks. Scalds may be on lower limbs, both arms and/or both legs A clear edge to the burn or scald Sometimes in the shape of an implement for example, a circular cigarette burn. Multiple burns or scalds.</p> <p>Bite marks: Usually oval or circular in shape Visible wounds, indentations or bruising from individual teeth.</p> <p>Fractures or broken bones: Fractures to the ribs or the leg bones in babies. Multiple fractures or breaks at different stages of healing.</p> <p>Risks and vulnerability factors Physical abuse can happen in any family, but babies and children who have a disability are at a higher risk of suffering physical abuse (Jones et al, 2012).</p>

EMOTIONAL ABUSE

DEFINITION:	INDICATORS:
<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve:</p>	<ul style="list-style-type: none"> • Lack confidence. • Struggle to control strong emotions.

<p>Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p> <p>Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.</p> <p>Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.</p> <p>A child seeing or hearing the ill-treatment of another.</p> <p>Serious bullying (including cyberbullying) Causing a child to feel frightened or in danger.</p> <p>Exploitation or corruption of children.</p> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.</p>	<ul style="list-style-type: none"> • Struggle to make or maintain relationships. <p>Display behaviour that is inappropriate to their stage of development (for example not being able to play, developing language late or using language you may not expect of a child their age).</p> <p>Older children may:</p> <ul style="list-style-type: none"> • Struggle to control strong emotions or have extreme outbursts. • Seem isolated from their parents. • Lack social skills or have few, if any, friends. • Use language, act in a way or know about things that you wouldn't expect them to know for their age. • Risk and vulnerability factors • Children from any background can be at risk of emotional abuse. But some are more vulnerable than others.
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SEXUAL ABUSE:

<p>DEFINITION:</p> <p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening.</p> <p>The activities may involve:</p> <p>Physical contact - including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.</p>	<p>INDICATORS:</p> <p>Not all children will realise they are being sexually abused, particularly if they have been groomed, but there may be physical, behavioural and emotional signs that indicate a child has experienced sexual abuse.</p> <p>Physical indicators include:</p> <ul style="list-style-type: none"> • Bruising • Bleeding • Discharge
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<p>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. Online abuse – sexual abuse can take place online, and technology can be used to facilitate offline abuse.</p> <p>Child-on-child abuse – the sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of EdShift’s policy and procedures for dealing with it.</p>	<ul style="list-style-type: none"> • Pain or soreness in the genital or anal area • Sexually transmitted infections (Lindon and Webb, 2016) • Girls who are being sexually abused may become pregnant at a young age. <p>Emotional and behavioural indicators include:</p> <ul style="list-style-type: none"> • Being afraid of and/or avoiding a particular person (including a family member or friend) • Having nightmares or bed-wetting • Being withdrawn • Alluding to ‘secrets’ • Self-harming • Running away from home • Developing eating problems • Displaying sexualised behaviour or having sexual knowledge that is inappropriate for their stage of development. • Misusing drugs or alcohol.
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NEGLECT

DEFINITION:	INDICATORS:
<p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • Provide adequate food. • Clothing and shelter (including exclusion from home or abandonment) 	<p>Neglect can be difficult to spot. Having one of the signs doesn’t necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there is a serious problem. Children and young people who are neglected might have:</p> <ul style="list-style-type: none"> • Poor appearance and hygiene, being smelly or dirty (unkempt) • Being hungry or not given money for food

<ul style="list-style-type: none"> • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (including the use of inadequate caregivers) • Ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. 	<ul style="list-style-type: none"> • Having unwashed clothes, the wrong clothing, such as no warm clothes in winter • Health and development problems, regular illness or infections • Anaemia • Body issues, such as poor muscle tone or prominent joints • Medical or dental issues • Missed medical appointments, such as for vaccinations. • Not given the correct medicines • Poor language or social skills.
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Children and young people can be influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Some of these risks, along with other further specific forms of abuse.

These include:

- Child abduction
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Children and the Court system
- Children missing from education.
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalization
- The Prevent Duty
- Channel

- Sexual violence and Sexual harassment
- Serious Violence
- FGM
- Forced marriage.

RESPONDING TO ABUSE AND NEGLECT:

All staff, volunteers, and directors must follow the procedures set out below in the event of a safeguarding concern. If a child is suffering or likely to suffer harm, or in immediate danger DSLs will make referrals in the following way: If the child is at immediate risk of significant harm or likelihood of significant harm, they will call Multi-Agency Screening Team (MAST)

MAST is the first point of contact for **ANY CHILD PROTECTION** concern. Telephone: [01422 393336](tel:01422393336)

A member of the MAST Team will give you advice on what the next appropriate steps to take.

The following referral will need to be completed within 24 hours.

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fsafeguarding.calderdale.gov.uk%2Fwp-content%2Fuploads%2F2018%2F09%2FCSC-and-EI-Referral-Form.docx&wdOrigin=BROWSELINK>

For emergency abuse and neglect concerns you can also contact the police on 999.

www.safeguarding.calderdale.gov.uk/report-concern

CONCERNS ABOUT A CHILD (NOT CONSIDERED TO BE SUFFERING HARM, AT RISK OF SUFFERING HARM OR IN IMMEDIATE DANGER)

Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate support. Where staff have a concern for a child which does not indicate that they are suffering or likely to suffer immediate harm or in immediate danger they should follow EdShift's internal processes for submitting a Safeguarding and Concern Log.

The step-by-step process of doing so is as follows:

- Make accurate and detailed notes about any concerns you have for a child.

You should include:

- The child's name, age, and address.
- What the child said or did that gave you a cause for concern.

(if the child made a verbal disclosure, write down their exact words)

- Any information the child has given you about the alleged abuser.

Upon receipt of the Safeguarding and Concern Log, the DSL (or deputy DSL) should consult Calderdale's Continuum of Need or, if needed, seek further consultation to consider an appropriate level of response to take.

The DSL (or deputy) should acknowledge the concern and feedback wherever appropriate.

Staff must not assume that action has been taken unless they have received feedback from the DSL (or deputy DSL) who responded.

IF A CHILD MAKES A DISCLOSURE TO A MEMBER OF STAFF OR VOLUNTEER

All staff are aware they should be prepared, when possible, as children can disclose spontaneously.

We consider the term 'the child's voice' to represent not only what children say directly, but rather the many ways that children communicate with us, including both verbal and non-verbal communication. The child's lived experience means seeing and understanding their experiences from their point of view, our staff understand that it is very important to always record exactly what a child has said rather than interpret this from an adult/ their own perspective.

EdShift@The YouthBase is situated within Calderdale, which has a rich and diverse population, we cannot and do not assume that all children and their families will have English as their first language nor may a child with SEND have speech or language ability to convey verbally any difficulties they may experience without aids and methods to facilitate their voice. Therefore, our staff consider knowing that a child may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.

- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

All staff at EdShift must ensure that no child is ever made to feel that they are 'any trouble' if they need time and space to share their worries.

EdShift's culture of safeguarding endorses the following principles of meaningful engagement with children to include:

Listen

Be patient – a child may be finding it hard to find the words to express themselves. Let them tell their story in their own words.

Do not interrogate – you may 'taint' evidence by asking leading questions or suggesting what may have happened. Maintain your professional curiosity, ask open-ended prompts.

Reassure

Reassure the child they are not in trouble and that they have done the right thing in telling you.

Do not tell the child they should have told you sooner.

Reassure the child that it is not their fault – victims can often be blamed by their abusers.

Do not promise confidentiality – if the child asks you to keep it a secret, explain who you need to tell to keep them safe, if appropriate

Explain to the child that you will have to share the information and explain what may happen next.

Stay Calm

Try not to panic, be aware of your own reactions and feelings, avoid showing shock, anger, or disgust.

Do not insult the alleged abuser, however frustrated you may privately feel, children can be very protective of people they care about, even if that person is abusing them.

Report

- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Sign and date the write-up and pass it on to the DSL.

PRIORITIZE THIS ABOVE ALL OTHER WORK.

Inform the DSL of your actions as soon as possible.

Do not disclose any information to anyone aside from those within your DSL team, unless you are told to do so by a relevant agency involved in the safeguarding process.

REPORTING SYSTEMS FOR CHILDREN

EdShift is committed to ensuring that all children feel safe and comfortable to share and report any concerns and/or allegations about their life at home, in the community, online or regarding a member of staff or other children at EdShift. As outlined above, all our staff are clear on the importance of listening and supporting children when making disclosures, and the need to reassure them.

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when assessing information, considering necessary actions and any subsequent implementation of advice or support.

To achieve this, we have:

- Clear systems in place for children to report abuse, knowing they will be listened to and supported.
- Accessible reporting systems which are well promoted and understood by the children so they can easily report concerns via this pathway should they wish.
- A clear culture and ethos at EdShift@The YouthBase that promotes taking concerns seriously and offers children opportunities to safely express their views and any worries they may have.
- Safeguarding processes are shown on posters around the building.
- Bulletins
- Newsletter
- Website

CONCERNS THAT FEMALE GENITAL MUTILATION (FGM) HAS TAKEN PLACE, OR A CHILD IS AT RISK OF FGM

FGM includes 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.' FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting', 'circumcision' or 'initiation'.

Any staff who either:

- is informed by a girl under 18 that an act of FGM has been carried out on her;
- or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth)

must immediately report this to the Police, personally on 999. This is a mandatory, statutory duty and staff will face disciplinary sanctions for failing to meet it. In addition, staff should also discuss the concerns with the DSL to report to Children's Services, as appropriate.

The duty for staff above does not apply in cases where a child is at risk of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, staff must report to the DSL and follow local safeguarding procedures to be taken.

Any other member of staff who discovers that FGM has been carried out on a child under 18 must report this to the DSL immediately to ensure local safeguarding procedures are followed.

If a member of staff who is not directly working with a child, suspects a child is at risk or suspects that FGM has been carried out, they should report to the DSL and follow local safeguarding procedures.

CONCERNS ABOUT MENTAL HEALTH:

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. Poor or deteriorating mental health can also be a safeguarding concern. Our staff know to be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a staff member has a concern about a child's mental health which they consider to also be a safeguarding concern, they must consider if the child is at risk of immediate harm; and if so, should follow the following steps:

If you have a mental health concern about a child that is not also a safeguarding concern, speak to the DSL and Mental Health Lead to agree a course of action.

The Single Point of Access Mental Health phonenumber is available 24/7 on 01422 300001 and can be used when there is an urgent or 'crisis' concern as well as for moderate and non-urgent concerns. Further information and resources can be found on Northpoint Wellbeing | Mental Health Support in West Yorkshire (openmindscamhs.org.uk)

CONCERNS ABOUT CHILD-ON-CHILD ABUSE:

At EdShift, we know that children can abuse other children. No abuse at EdShift will ever be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We are committed to upholding a culture that prevents unacceptable behaviours and an unsafe environment for children and young people. All child-on-child abuse is unacceptable and will be taken seriously.

In most circumstances, incidences of children hurting other children will be dealt with under our Young Person's Behaviour Policy, but this Child Protection Policy will apply to any allegations that raise safeguarding concerns where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put children and young people at risk.
- Is violent.
- Involves children being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

If a young person makes an allegation of abuse against another young person:

- Staff must record the allegation and report to the DSL.
- Staff should not investigate the matter.

The DSL will assess and consider the relevant next steps which may include, making a referral to Children's Services as well as the Police if the allegation involves a potential criminal offence or the Child and Adolescent Mental Health Service (CAMHS), if appropriate.

The DSL will consider whether a risk assessment or a safety plan would be beneficial for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected, with a named person they can talk to if needed. This should include consideration of all aspects and areas of the YouthBase environment and beyond.

The DSL will be committed to engaging the child and their parents/ carers to gain their views and contributions and liaise with other agencies to assess any identified risks, unmet needs and relevant measures or support required.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the Police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.

CREATING A SUPPORTIVE ENVIRONMENT AND MINIMISING THE RISK OF CHILD-ON-CHILD ABUSE

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we expect all staff to:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards girls and initiation or hazing type violence with respect to boys.
- Ensure culture helps to educate children and young people about appropriate behaviour and consent.
- Ensure children and young people can easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies and processes, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

That even if there are no reports of child-on-child abuse at EdShift @The YouthBase, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.

That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

For example:

- Children can show signs or act in ways they hope adults will notice and react to.
- A child’s friend may report this directly to a staff member or make comments (if they do, staff should be professionally curious)
- A member of staff may overhear a conversation.
- A child’s behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a young person harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including the potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in managing any proposed risk by the alleged perpetrator(s) and will provide support at the same time, it is not our

intention to villainise children, but it is everyone's responsibility to uphold the behaviour and standards within EdShift @The YouthBase to maintain a safe environment. Such assessments or plans will be robust but sensitive to the individual needs of the children to ensure any identified risk is managed effectively.

Risk management strategies can be put in place while other investigations are going on, e.g., by the Police. Although another agency such as the Police or Children's Services is or has investigated an incident, it is our duty here at EdShift to ensure we identify and implement our own assessment and management of the concerns, informed by the needs of EdShift and the children we care for and the advice and outcomes of those agency's actions. This is to ensure that all children and staff are supported and always protected. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or Children's Services to determine this.
- There are circumstances that make it unreasonable or inappropriate for us to reach our own view about what happened while an independent investigation is ongoing.

9. ONLINE SAFETY AND FILTERING

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, EdShift aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety to children and young people, staff, volunteers, and directors.
- Protect and educate the whole organisation in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk:

Content – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism.

Contact – being subjected to harmful online interaction with other users, such as pressure from another child(ren), commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will educate children and young people about online safety as part of our support of them.

For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring young people are encouraged to do so, including where they're a witness rather than a victim.

We will also:

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required.
- Educate parents/ carers about online safety via our website, communications sent directly to them and when they come to visit the YouthBase. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to EdShift for their own use but will limit such use to non-contact time when young people are not present.
- Staff will not take pictures or recordings of young people on their personal phones or cameras.
- Make all young people, parents/ carers, staff, volunteers and directors aware that they are expected to sign an agreement regarding the acceptable use of the internet at EdShift, use of the EdShift's technology and use of their mobile and smart technology.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by EdShift.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

10. WORKING WITH PARENTS AND CARERS

At EdShift where appropriate, we will discuss concerns about a child with their parents or carers.

We know parents and carers know their child best and we will always value that often, when concerns emerge, these can easily be resolved with the support of EdShift and parents/ carers working together. To retain confidentiality within EdShift other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

Although we will always want to be open and transparent with our parents and carers, there may be circumstances where the safety of a child overrides their liberty and rights for this to happen immediately as consent may not be appropriate/ required.

For a small number of children, seeking parental consent would not be appropriate if:

- The child would be placed at increased risk of significant harm through the action of gaining this consent.
- There would be an impact on a criminal investigation.
- A delay in making the referral would impact on the immediate safety of the child.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the Calderdale Children's Social Care team to seek advice when it would be the right time to share information, so that we do not interrupt planned inquiries by Children's Services or the Police.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about other children involved, and when. We will work with the Police and/or Local Authority Children's Social Care to make sure our approach to information sharing is consistent.

The DSL will, along with other agencies if there is third party involvement (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what is being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.

11. MANAGING ALLEGATIONS ABOUT STAFF

Concerns that DO meet the harm threshold and require a referral to the Local Authority Designated Officer (LADO)

EdShift are required to comply with the procedures set out in Calderdale Children Safeguarding Partnership.

Allegations against staff and volunteers who have contact with children and young people in their work or activities and should apply in all situations where it is alleged that a person has:

- Behaved or may have behaved in a way that indicates they may pose a risk of harm to children.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

- Behaved or may have behaved in a way that may indicate they are not suitable to work with children.

LADO Referral Form

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fsafeguarding.calderdale.gov.uk%2Fwp-content%2Fuploads%2F2023%2F04%2FLADO-Referral-Form.doc&wdOrigin=BROWSELINK>

Contact details

Email: ladoadmin@calderdale.gov.uk (secure inbox)

Phone: 01422 394055

The procedures apply whenever there are suspicions or allegations that a person who works with children in a paid or unpaid capacity (including but not limited to permanent, temporary or agency staff member, contract worker, consultant, volunteer) has in any activity connected with their role:

- Behaved in a way that has, or may have harmed a child; (Harm Threshold)
- Possibly committed a criminal offence against / related to a child; (Criminal Threshold)
- Behaved toward a child in a way that indicates he or she would pose a risk of harm; (Suitability Threshold) *
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (Transferable Risk Threshold)*

Or

- It is discovered that an individual known to have been involved previously in child abuse, is or has been working with children.
- These categories can include behaviour that may have happened outside of an organisation that might make an individual unsuitable to work with children.

All staff and volunteers at EdShift know that if they have concerns about a colleague/ member of staff, (including a volunteer or partner agency), or an allegation is made about a member of staff posing a risk of harm to children, they should report it urgently as below. This includes individuals or organisations who have used EdShift premises for running an activity for children, whether those children attend our setting.

Upon receipt of the information, the CEO and Chair of the board will review whether the allegation/concern meets the LADO threshold considering our Staff Code of Conduct and managing allegations policy.

If necessary, they will complete a LADO referral within one working day.

If after reviewing the guidance and procedures the CEO/ chair considers that the matter does not meet the LADO threshold they may consider that it can be dealt with in line with EdShift's complaints policy.

CONCERNS THAT DO NOT MEET THE HARM THRESHOLD - LOW-LEVEL CONCERNS (LLC)

The term 'low-level' concern is any concern, no matter how small, that an adult working in or on behalf of EdShift may have acted in a way that:

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

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

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children and young people

At EdShift we have clear codes of conduct and processes in place to deal with any concerns or allegations which do not meet the LADO threshold. Such concerns may arise from suspicion, complaint, safeguarding concerns, or allegation from another member of staff, disclosure made by a child, parent or another outside of EdShift or pre-employment vetting checks.

12. EDSHIFT'S SAFEGUARDING POLICIES AND PRACTICES

As a provider EdShift have a legal duty of care to try to ensure our environment is safe for children who visit in addition to those who already attend our The YouthBase.

We may receive an allegation or concern relating to an incident that happened when an individual or organisation were using our premises for the purposes of running activities for children.

As with any safeguarding allegation, EdShift will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

The CEO and board will ensure any organisation that hires EdShift's premises is compliant with guidance set out in our safeguarding policy, code of conduct and child protection policy and procedure.

They will therefore seek assurance that the provider concerned has the appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and will ensure that there are arrangements in place for the provider to liaise with EdShift on these matters where appropriate. This applies regardless of whether the children who attend any of these activities are children referred to our services.

OTHER COMPLAINTS

If any of our stakeholders are not satisfied with any aspects of how we manage and operate within our policy and procedures and how we exercise our duty of care for children.

WHISTLEBLOWING

At EdShift we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns they have about poor or unsafe practice, concerns or allegations against staff or the EdShift's safeguarding practice and arrangements so they can be addressed appropriately.

- A staff member should raise their concerns with their line manager or EdShift's Designated Safeguarding lead.
- Staff can choose not to do this for multiple reasons and go straight to a prescribed body instead.
- Staff can remain anonymous.
- Additionally, staff can choose to go to a prescribed body after they've reported their concern internally if it wasn't dealt with in an appropriate and timely manner.

Prescribed bodies include:

- Police

- Social Services
- The Care Quality Commission (CQC)

Whistleblowers are protected by the Public Interest Disclosure Act 1998 (PIDA). People can challenge practices in their workplace and not be discriminated against because of it.

You can report directly to Children's Social Care: 01422256053 or the Police 999 or to the NSPCC Whistleblowing Helpline 0800 028 0285 help@nspcc.org.uk

13. RECORD KEEPING

We will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing.

If you are in any doubt about whether to record something, discuss it with the DSL.

Records 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.
- Concerns and referrals will be kept in a separate child protection file for each child (either paper recorded or electronically).
- Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/access them.
- Safeguarding records relating to an individual child will be retained until they reach their 25th birthday or 31st birthday if there is an EHCP in place (Information Records Management Society 2022).
- Safeguarding records which contain information about allegations of sexual abuse were being retained for the Independent Inquiry into Child Sexual Abuse (IICSA). This has now concluded, and the Home Office sent a letter to organisations dealing with incidents of sexual abuse, advising that files no longer needed to be kept indefinitely.
- However, the recommendations from the inquiry have stated:

Recommendation 17: *Access to records* The UK government should direct the Information Commissioner's Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.

EdShift will follow the recommendation 17.

14. SAFEGUARDING TRAINING AND DEVELOPMENT

To fulfil our aim of continuous improvement to safeguard children and young people, we ensure that learning and development starts at induction. All staff, leadership and management undertake the minimum safeguarding training.

We want reassurance for our children and families that all staff are aware of systems within EdShift and have the skills and knowledge to follow our procedures.

INDUCTION:

- Child Protection Policy
- Staff Code of Conduct
- Safeguarding policy and procedure
- Role of the designated safeguarding lead
- Safeguarding children training for all staff and senior leadership.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of EdShift's safeguarding approach and wider staff training.
- Be in line with the quality and standards expected from our 3 safeguarding partners.
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- have regard to the staff code of conduct to support the expectation that all staff and practitioners that work with children in regulated activity can confidently:
- Manage behaviour effectively to ensure a positive and safe environment.
- Have a clear understanding of the needs of all children and young people, especially those with protected characters and those that are on any type of plan to support their needs.

In addition, all staff will have training that raises awareness of children susceptible to extra familial harm.

Our current safeguarding training schedule is as follows:

- All staff, including DSL/ deputy(s) and volunteer staff must attend safeguarding children training every 2 years.
- EdShift's DSL will also provide an annual update to all staff, which includes online safety.
- Throughout the year, EdShift's DSL provides all staff relevant updates as changes occur to keep abreast of safeguarding and child protection legislation thus supporting staff to fulfil their role.

We value our volunteer's cohort; they play a very important part at EdShift to work alongside staff to support and protect children and young people.

- We anticipate that all volunteers share our approach and are willing to receive appropriate training and support from our staff.

DSL AND DEPUTY(S)

The DSL and (deputy/deputies) will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)

It is desired that our DSL and (deputy/deputies) when capacity permits, undertakes multi-agency training, this provides opportunities to develop their knowledge and skills to work with a wide range of safeguarding themes that our children and families can be affected by locally.

The three safeguarding partners, CSCP provides a local offer of such training on their website: [Training and development – Safeguarding Calderdale](#)

THE BOARD

All directors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.
- Can be assured that safeguarding policies and procedures are effective and support EdShift to deliver a robust approach to safeguarding.
- As the Chair of the board may be required to act as the 'case manager' if an allegation of abuse is made against the CEO, they receive training in Managing Concerns and Allegations for this purpose.

CEO

The CEO is ultimately responsible for safeguarding children from adults who work or volunteer with children and are either unsuitable or pose a risk to children, therefore it is highly recommended that Managing Concerns and Allegations training is undertaken to maintain an ongoing vigilance of safe practice and culture within EdShift.

SAFER RECRUITMENT – INTERVIEW PANELS

At least 1 person conducting any interview for any post at EdShift will have undertaken safer recruitment training. This will cover, as a minimum, the contents of working together to safeguard children, and will be in line with local safeguarding procedures.

More information can be found in our Safer Recruitment Policy.

15. QUALITY ASSURANCE, IMPROVEMENT AND PRACTICE

EdShift endeavours to provide an environment where children feel safe and are kept safe by all staff. One way we review and monitor our practice is through auditing: it is important that we are aware of the level of our compliance to key guidance.

We want to be open, transparent and reassure all our stakeholders, including regulators, what we are proud of and what we need to strengthen to meet our own ambitions for standards. It is therefore standard practice that we factor in on-going auditing schedule objectivity and scrutiny by our board of directors and all Senior Leadership, children, students and their parents and carers.

This policy will be reviewed annually by Elspeth Lea Brook, CEO.

16. ADDITIONAL ASSOCIATED SAFEGUARDING POLICIES AND PROCEDURES

At every review, it will be approved by our full Board of directors. See below additional associated safeguarding policies for EdShift.

- Code of Conduct
- CYP code of conduct
- Complaints
- Health and safety
- Equality, equity, and diversity
- VAWG
- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct.
- Staff grievance procedures
- Online safety
- Whistleblowing

APPENDIX 1: STAFF DECLARATION

Declaration of all staff to verify they have read and understood EdShift’s Child Protection Policy and other key guidance.

EdShift CIC

September 2023 / 2024

Return declaration to: Ellie Brook

Please agree a time and date with Ellie Brook, to read the following Child Protection Policy and associated parts of statutory guidance. Please thereafter verify that you have understand your role and responsibilities in relation to these.

Statutory guidance and EdShift Child Protection Policy	Date and Verification When Completed
I have read EdShift@ TheYouthBase Child Protection Policy & Procedure	
I understand my training obligations to enable me to fulfil my role.	
Having read the above guidance, I understand my role and responsibilities to comply with these.	I agree. or I do not agree and require further support from DSL
I am aware of who EdShift’s DSL and Deputy(s) for safeguarding are.	
If I need support or am worried about the wellbeing and safety of a child(ren), or I suspect a child is at risk of being harmed, I know how to report this and discuss my concerns with the DSL/ DDSL team at EdShift.	
I know that further guidance, together with copies of the policies mentioned above, are available on the shared drive.	

APPENDIX 2: SAFEGUARDING ISSUES AND SPECIFIC FORMS OF ABUSE

Children occupy all types of places and spaces when socialising, either directly with other or online. Some of these contextual environments away from their home can present additional risks of harm and exploitation that could impact on their welfare and wellbeing. Preventative safeguarding is about having arrangements in place so that staff are made aware of these and know the signs that a child is suspectable or already being impacted on. The aim of EdShift’s safeguarding arrangements is to identify those children, so that early help support for the child and, where applicable, their family can be offered.

Safeguarding Issues, Child-on-child abuse	Safeguarding descriptor, links for further learning
Bullying	Including cyberbullying, prejudice-based and discriminatory bullying. Cyber Aware – NCSC.GOV.UK Helping Children Deal with Bullying & Cyberbullying NSPCC Cyberbullying Guidance Childnet
Abuse in intimate personal relationships between children	Sometimes known as ‘teenage relationship abuse’. Teenage Relationship Abuse The Children’s Society (childrenssociety.org.uk) 2008 Expect Respect LeafletEDITED-2.pdf (womensaid.org.uk) Controlling-Behaviour-in-Relationships-talking-to-young-people-about-healthy-relationships.pdf (womensaid.org.uk)
Physical abuse	Such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) No place for bullying.doc (live.com) How to talk to your children about bullying UNICEF
Sexual violence	Such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be

	<p>standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.</p> <p>Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse NSPCC Learning brooks traffic light tool - Search (bing.com) harmful-sexual-behaviour-strategy-2021-23.docx (live.com) Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk) Overview Harmful sexual behaviour among children and young people Guidance NICE</p>
<p>Consensual and non-consensual sharing of nude and semi-nude images and/or videos</p>	<p>Also known as sexting or youth produced sexual imagery.</p> <p>Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK (www.gov.uk)</p>
<p>Upskirting</p>	<p>This typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.</p> <p>Upskirting: know your rights - GOV.UK (www.gov.uk)</p>
<p>Initiation/ hazing type violence and rituals</p>	<p>This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.</p> <p>Who, what, why: Why is hazing so common? - BBC News</p>

Specific Forms of Abuse	Safeguarding descriptor and links for further learning
<p>Child Abduction and community safety incidents</p>	<p>Child abduction is the unauthorized removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.</p> <p>Other community safety incidents where children visit can raise concerns also, for example, people loitering nearby or unknown adults engaging children in conversation.</p> <p>Home - Action Against Abduction 1.4.11 Children from Abroad, including Victims of Modern Slavery, Trafficking and Exploitation (proceduresonline.com)</p>
<p>Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)</p>	<p>Both CSE and CCE are forms of abuse that occur where:</p> <ul style="list-style-type: none"> • An individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or • Through violence or the threat of violence. <p>CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.</p> <p>1.4.7 Child Exploitation: Policy, Procedures and Guidance (proceduresonline.com)</p>
<p>Child Criminal Exploitation (CCE)</p>	<p>CCE can include children being forced or manipulated into:</p> <ul style="list-style-type: none"> • transporting drugs or money through county lines • working in cannabis factories, shoplifting, or pickpocketing • committing vehicle crime • threatening/ committing serious violence to others • become trapped by exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. • coerced into carrying weapons such as knives/ carry a knife for self-protection.

	<ul style="list-style-type: none"> • children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and not treated as victims despite the harm they have experienced. • the experience of girls can be very different to that of boys and the indicators may not be the same, especially as they are at higher risk of CSE- girls are at risk of CCE too. <p>Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)</p> <p>1.4.7 Child Exploitation: Policy, Procedures and Guidance (proceduresonline.com)</p> <p>Child exploitation disruption toolkit - GOV.UK (www.gov.uk)</p> <p>Criminal exploitation and gangs NSPCC</p>
<p>Child Sexual Exploitation (CSE)</p>	<p>CSE is a form of child sexual abuse and may involve:</p> <ul style="list-style-type: none"> • physical contact, assault by penetration (rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. • non-contact activities like involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. • can occur over time or be a one-off and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media. • includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited as they believe they are in a genuine romantic relationship. <p>CEOP Education (thinkuknow.co.uk)</p> <p>Child exploitation disruption toolkit - GOV.UK (www.gov.uk)</p> <p>https://westyorkscb.proceduresonline.com/p_sg_ch_and_yp.html</p>
<p>County Lines</p>	<ul style="list-style-type: none"> • County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal

	<p>drugs using dedicated mobile phone lines or other form of “deal line”.</p> <ul style="list-style-type: none"> • This activity can happen locally as well as across the UK – no specified distance of travel is required. • Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. • Children can be targeted and recruited into county lines in several locations including any type of school, further and higher educational institutions, pupil referral units, children’s organisations and care homes. • Children are also increasingly being targeted and recruited online using social media. <p>See CCE resources above.</p> <p>1.4.25 Gang Activity and Youth Violence (proceduresonline.com)</p>
<p>Children and the Court System</p>	<ul style="list-style-type: none"> • Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. • Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. • The Ministry of Justice has launched an online child arrangements information tool with clear and concise information may be unusual for parents and carers. <p>Get help with child arrangements – Get help with child arrangements (justice.gov.uk)</p> <p>Cafcass resources for professionals</p>
<p>Children who are absent from education</p>	<p>All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include:</p> <ul style="list-style-type: none"> • abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. • it may indicate mental health problems, risk of substance abuse,

	<ul style="list-style-type: none"> • risk of travelling to conflict zones • risk of female genital mutilation, so-called ‘honour’ based abuse or risk of forced marriage. <p>Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of children having unauthorized absences so they can ensure other mechanisms are in place to safeguard them.</p> <p>1.4.13 Children Missing from Education (proceduresonline.com)</p>
<p>Children missing from home</p>	<p>Operation Encompass for MISSING CYP is West Yorkshire’s system for sharing information quickly with schools to safeguard children following the success of supporting children who have witnessed Domestic Abuse.</p> <p>ch_yp_who_go_missing.docx (live.com)</p>
<p>Children with family members in prison</p>	<p>Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.</p> <p>NICCO</p> <p>1.4.40 Children Visiting Prisons (proceduresonline.com)</p>
<p>Cybercrime</p>	<p>Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorized as either:</p> <ul style="list-style-type: none"> • ‘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). <p>Cyber-dependent crimes include:</p> <ul style="list-style-type: none"> • unauthorised access to computers (illegal ‘hacking’), for example accessing an organisations computer network to look for test paper answers or change grades awarded • ‘Denial of Service’ (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources, and,

	<ul style="list-style-type: none"> making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. <p>Cyber Choices - National Crime Agency When to Call the Police: Guidance for Schools and Colleges - National Police Chiefs' Council (February 2020) - Youth Justice Resource Hub (yjresourcehub.uk)</p>
<p>Domestic Abuse (DA)</p>	<ul style="list-style-type: none"> DA encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Abuse can be psychological, physical, sexual, financial, or emotional. Children can be victims of DA abuse e.g. see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) DA can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. <p>Domestic abuse: recognise the signs - GOV.UK (www.gov.uk) Helplines briefing: The impact of domestic abuse on children and young people from the voices of parents and carers (nspcc.org.uk) 1.4.20 Domestic Abuse (proceduresonline.com)</p>
<p>Homelessness</p>	<p>Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/ progress concerns at the earliest opportunity.</p> <p>Indicators that a family may be at risk of homelessness include:</p> <ul style="list-style-type: none"> household debt rent arrears domestic abuse and anti-social behaviour the family being asked to leave a property. <p>This is also a safeguarding issue and DSL should seek advice from Children's Social Care where a child has been harmed or is at risk of harm.</p> <p>Homelessness - Citizens Advice Stats and facts Centrepoin</p>

	<p>Professional Resources - Shelter England</p>
<p>Mental Health</p>	<p>Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour, and relationships.</p> <p>Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a MH problem.</p> <p>Education staff are well placed to observe children day-to-day and identify those whose behaviours suggest they may be experiencing a MH problem or be at risk of developing one.</p> <p>Mental Health First Aid Kit Childline 1.4.10 Children at Risk where a Parent has a Mental Health Problem (proceduresonline.com)</p>
<p>Modern Slavery and the National Referral Mechanism</p>	<p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including:</p> <ul style="list-style-type: none"> • sexual exploitation • forced labour, slavery and servitude. • forced criminality. • the removal of organs. <p>Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.</p> <p>Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) 1.4.11 Children from Abroad, including Victims of Modern Slavery, Trafficking and Exploitation (proceduresonline.com)</p>
<p>The Prevent duty/ Preventing Radicalisation and Channel</p>	<p>Children may be susceptible to extremist ideology and radicalisation.</p> <ul style="list-style-type: none"> • Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also

	<p>includes calling for the death of members of the armed forces.</p> <ul style="list-style-type: none"> • Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. • Terrorism is an action that endangers or causes serious violence to a person/ people; causes serious damage to property; or seriously interferes or disrupts an electronic system. <p>Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.</p> <p>Prevent duty guidance - GOV.UK (www.gov.uk) Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)</p>
<p>Sexual Violence and Sexual Harassment between children in schools and colleges</p>	<p>Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur:</p> <ul style="list-style-type: none"> • Online • through a group of children sexually assaulting • sexually harassing a single child or group of children. <p>Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.</p> <p>1.4.27 Harmful Sexual Behaviour (proceduresonline.com) brooks traffic light tool - Search (bing.com)</p>
<p>Serious Violence</p>	<p>Indicators, which may signal children are at risk from, or are involved with, serious violent crime:</p> <ul style="list-style-type: none"> • increased absence from school • change in friendships or relationships with older individuals or groups • significant decline in performance • signs of self-harm • significant change in wellbeing

	<ul style="list-style-type: none"> • signs of assault or unexplained injuries • unexplained gifts or new possessions. <p>Anything which could also indicate they have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.</p> <p>Serious Violence Strategy - GOV.UK (www.gov.uk) Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)</p>
<p>Female Genital Mutilation (FGM)</p> <p>So-called 'honour' based abuse (includes both Female Genital Mutilation and Forced Marriage)</p>	<p>FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.</p> <p>Whilst all staff should speak to the DSL (or a deputy) any concerns about FGM, there is a specific legal duty on teachers they must report this to the Police.</p> <p>Child Abuse Linked to Faith or Belief – National FGM Centre 1.4.23 Female Genital Mutilation (FGM) (proceduresonline.com)</p>
<p>Forced Marriage</p>	<p>Forcing a person into a marriage is a crime in England. A forced marriage is:</p> <ul style="list-style-type: none"> • one entered into without the full and free consent of one or both parties • and 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. <p>A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).</p> <p>Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Organisations such as EdShift can play an important role in safeguarding children from forced marriage.</p> <p>1.4.24 Forced Marriage (proceduresonline.com) Apply for a forced marriage protection order: Overview - GOV.UK (www.gov.uk) Forced marriage Childline</p>

