

Safeguarding and Child Protection Policy (Including Prevent)

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Reviews will be yearly in line with Keeping Children Safe in Education guidance

Signed by: David Freed

Role of Signatory: Chair of Trustees

The audience of this document is made aware that a physical copy may not be the latest available version, which supersedes all previous versions. This is available from the HR department at the Park Community Centre Ltd. Those to whom this policy applies are responsible for familiarising themselves periodically with the latest version and for complying with policy requirements at all times.

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The Park is committed to creating an environment that enables children and young people, vulnerable adults, service users and the community to learn, develop, and express themselves in a safe, understanding and encouraging environment. We aim to safeguard the welfare of all people participating in our activities. We will focus on building open, trusting, supportive and respectful relationships with the families we serve. We aim to build an environment in which children, young people and vulnerable adults are safe from any kind of abuse.

The Park aims to have a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

The Park will:

- Take a preventive approach to protecting young people and adults at risk from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism)
- Take all appropriate actions to address concerns about the welfare of young people and vulnerable adults.
- Work to agreed local policies and procedures in full partnership with other local agencies.
- Plan, implement, monitor and review policies and procedures to ensure that the maximum is done to provide a safe environment for young people and adults at risk in the Park.

Ensure all staff understand that we play a crucial role in preventative education. Creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.

- Take all reasonable measures to ensure that risks of harm to young people and adults at risk welfare is minimised by appropriate:
 - Risk assessment and management
 - Health and Safety procedures

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- Staff selection, recruitment, induction supervision and training
- Creation and promotion of an open work culture "Whistleblowing"
- Reacting to and reporting abuse

1 Policy Statement

The Park:

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with a student has a role to play focussed on what is in the best interests of the student.

No single staff member can have a full picture of a student's needs and circumstances

1.1 Holds as one of its highest priorities the health, safety and welfare of all children, young people and adults at risk involved on courses or activities which come under the responsibility of The Park.

1.2 The Park and its staff, including contractors, have a collective and individual duty of care to ensure that its staff fulfil their responsibilities to prevent the abuse of children, young people, and adults at risk, to refer any abuse discovered or suspected and to prevent students from being drawn into terrorism.

1.3 This Safeguarding of Children and Adults at Risk Policy and Procedure will be made available to all parent/carers who will be advised that cases may be referred to the investigative agencies in the interests of the young person or vulnerable adult.

1.4 Safeguarding concerns for any students will be shared with the City of Bristol College securely via 'My Concern'

1.5 Will advise children, young people and vulnerable adults about the standards of behaviour and conduct they can expect from staff and volunteers and of what to do if they experience or suspect abuse.

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1.6 Will work with appropriate agencies, and the two Safeguarding Boards (Children and Adults) of Bristol City Council and the Local Prevent Partnership Board to ensure that children, young people and vulnerable adults are safeguarded through the effective operation of the Park's Safeguarding children and adults at risk procedures. The Park adopts in totality the Safer Recruitment Consortium's "Guidance for safer working practice for those working with children and young people in education settings" (October 2015).

1.7 Recognises that any child, young person or adults at risk can be subject to abuse or radicalisation including FGM (Female Genital Mutilation) and CSE (Child Sexual Exploitation) and all allegations of abuse or concerns about radicalisation will be taken seriously and treated in accordance with the Park's procedures.

1.8 Recognises that it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem.

1.9 Recognises its responsibility to implement, maintain and regularly review the procedures that are designed to prevent or notify suspected abuse.

1.10 Is committed to supporting, resourcing, and training those who work with or who come in to contact with children, young people and vulnerable adults and to providing appropriate supervision.

1.11 Members of the Board of Trustees, the Directors and all the other staff who work with children and Vulnerable Adults will undertake training to equip them to carry out their responsibilities for Safeguarding Children, young people and vulnerable adults effectively including the PREVENT strategy. They will be kept up to date by refresher training at a maximum of three-year intervals, with subject specific and keeping children safe in education annual updates.

The designated Safeguarding Leads will undertake refresher training every two years to keep their knowledge and skills up to date. There is a designated Trustee responsible for safeguarding and Prevent.

They will ensure that The Park is compliant with the requirements to meet the Department for Education filtering and monitoring requirements and that the DSL and Deputy DSL are aware of their roles and responsibilities with this.

1.12 Has a Designated Safeguarding Lead (DSL) and Deputy Safeguarding who are responsible for coordinating action in The Park and liaising with other agencies. All referred cases will be recorded on CPOMS. Safeguarding concerns and disclosures from Students will be shared securely via 'My Concern' to the City of Bristol College's safeguarding team.

1.12 Operates safe recruitment procedures and ensures that all appropriate checks are carried out on all new staff and volunteers including enhanced Disclosure and Barring Service (DBS) checks. At least one member of the recruitment team will have undertaken Safer Recruitment training. Online safety checks on will be made on shortlisted candidates.

1.13 Safeguarding is a standing item agenda on team meetings and Trustee meetings. Regular updates will be provided to the team via meetings, training, CPOMS and emails. A record of this is kept.

1.14 Any deficiencies or weaknesses about safeguarding of children, young people and adults at risk arrangements will be brought to the attention of the Board of Trustees and remedied without delay.

1.15 Holds a Single Central Record for all staff that is checked by Director and Trustees. Ensure that supply teachers, other staff, volunteers and contractors have appropriate checks carried out in line with Part 3 of statutory guidance Keeping Children Safe in Education (2022).

1.3 Definitions

Within legislation:

The term 'child' refers to anyone up to the age of 18 years.

Adults at Risk are those students defined (under the Protection of Vulnerable Adults Regulations 2002) as:

'a person aged 18 or over who is receiving services of a type listed in paragraph (2) below and in consequence of a condition of a type listed in paragraph (3) below has a disability of a type listed in paragraph (4) below.

(2) The services are -

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- (a) accommodation and nursing or personal care in a care home.
 - (b) personal care or nursing or support to live independently in his own home.
 - (c) any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body.
 - (d) social care services; or
 - (e) any services provided in an establishment catering for a person with learning difficulties.
- (3) The conditions are -
- (a) a learning or physical disability.
 - (b) a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
 - (c) a reduction in physical or mental capacity.
- (4) The disabilities are -
- (a) a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions.
 - (b) severe impairment in the ability to communicate with others; or
 - (c) impairment in a person's ability to protect himself from assault, abuse or neglect.

For the purposes of this Policy, 'children' also includes young people, 'staff' also includes agency staff, onsite staff, volunteers, and students working in our settings, and 'parents' includes carers and legal guardians – unless this is clarified further within the text.

1.4 Law, guidance and other policies

This Policy has been developed in accordance and under the guidance of the:

- Children Acts 1989 and 2004
- Education Act (2002)
- Working Together to Safeguard Children 2023
- SEND Code of Practice 2015 (Updated 2020)

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- What to do if You are Worried a Child is being Abused (March 2015)
- Keeping Children Safe in Education 2024: Statutory guidance for schools and college
- The Children and Social Work Act 2017
- Sexual violence and sexual harassment between children in schools and colleges. Advice for governing bodies, senior leadership teams and safeguarding leads.
- Guidance for safer working practice those working with children and young people in education settings (Safer Recruitment Consortium October 2015)
- Human Rights Act 1998
- Equality act 2010
- Police Act 1997 (Protection of Vulnerable Adults) Regulations 2013
- Safer Recruitment Guidance
- Safeguarding Vulnerable Groups Act 2006
- Care Act 2014
- Counter-Terrorism and Security Act (2015)
- Revised Prevent Duty Guidance: for England and Wales (Home Office July 2015)

The procedures have been laid down by the South West Child Protection Procedures and the Bristol City Council (BCC) Bristol Safeguarding Children Board.

The policy also works in conjunction with the following Centre policies:

- Access arrangements, Reasonable Adjustments and Special Considerations
- Alcohol and Drugs Policy
- Anti-Bullying (including cyber bullying)
- Behaviour
- Complaints
- Confidentiality
- Critical Incident plan and policy
- Code of Conduct
- Disciplinary policy and procedure
- E Safety
- Equalities and diversity
- GDPR
- Health and Safety

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- Induction and training
- Lettings
- Lone working
- Modern Slavery Policy
- Prevent risk assessment
- Recruitment and selection
- Staff support and supervision
- SEN, disability, SEND, and Inclusion
- Volunteer policy
- Vulnerable adults
- Whistleblowing

The Park will keep its policy and procedures on children and adults at risk under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and duties with regard to the safety and well-being of vulnerable adults.

Within the Park any Service User (Child or Adult) in danger of radicalisation or demonstrating extremist tendencies (violent or nonviolent) is deemed to be vulnerable and appropriate support under the PREVENT strategy or through CHANNEL will be sought.

This policy deals with the protection of Children and Adults at Risk Children are those students under 18 years of age who may be on a:

- School Link and Bespoke courses
- Year 10/11 Alternative education programme
- 16-18 courses, 16- 25 with an EHCP Plan
- Adults at Risk

The Police Act 1997 (Enhanced Criminal Record Certificates) (Protection of Vulnerable Adults) Regulations 2013 require employers to carry out Disclosure and Barring Service Checks before employees are allowed to come into contact with vulnerable adults. The Park is required under this legislation to apply for an enhanced check from the Disclosure and Barring Service (DBS) for staff working with such. It is Park policy that all existing, and newly recruited staff are required to undergo a DBS enhanced check which will be renewed every 3 years.

1.5 Leadership

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The Designated Safeguarding Lead (DSL) for the Park is Louise Hunt (Director).
louise.hunt@theparkcentre.org.uk 0117 3773669

The Deputy Designated Safeguarding Lead is Vicki Harding (Lead Tutor)
vicki.harding@theparkcentre.org.uk 0117 3773669.

The Chair of the Trustees (Board) contact The Park reception 0117 9039770

Director of The Park is Emma Hinton. emma.hinton@theparkcentre.org.uk 0117 9039770

The Park subcontracts from The City of Bristol College and therefore learners at The Park are City of Bristol College students.

DSL contact is safeguarding@cityofbristol.ac.uk 0117 3125604

1.6 Review

This policy should be reviewed Annually and agreed by the Board of Trustees.

The Park will seek to continually improve all the related Safeguarding Policies, Procedures, Codes of Practice, and Guidelines.

2. Organisation roles

2.1 Role of the Designated Safeguarding Lead (DSL)

The Board should ensure that the Park designates an appropriate senior member of staff to take lead responsibility for safeguarding. This person should have the status and authority within the organisation to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The broad areas of responsibility for the DSL are:

- Refer all cases of suspected abuse to the local safeguarding referral agency and/or the Police.
- Ensure that all safeguarding records are managed in accordance to this policy.
- Refer all allegations about a staff member to the Local Authority Designated Officer (LADO).
- Refer all cases where a person is dismissed or left due to risk/harm to a child or vulnerable adult to the Disclosure and Barring Service.

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- Act as a source of support, advice and expertise to staff on matters of early intervention and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how the Local Authority Social Care conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure the attendance of safeguarding training of all staff and volunteers.
- Ensure each member of staff and all site users have access to and understands the Safeguarding Policy, especially new and part time staff, and that relevant training takes place accordingly.
- Ensure they themselves are fully up to date with their own safeguarding training and knowledge.
- Is responsible for filtering and monitoring and compliance with the DFE standards.
- In the absence of the DSL, these duties should be carried out by a Deputy DSL.
- In the absence of a deputy, these duties should be carried out by the Director with the support of the designated Board Member.

2.2 Role of the Board

The Board have overall responsibility for ensuring that there are sufficient measures in place to safeguard the children and Vulnerable Adults in their establishment. All Board Members have an important safeguarding role and should be DBS certificated every 3 years. In particular all members of the Board must:

- Nominate a Trustee as a Safeguarding Lead and Designated Safeguarding Board Member annually.
- Ensure all Trust Safeguarding policies are adhered to, including safer recruitment and the management of allegations of abuse against staff.
- Appoint and support a Designated Safeguarding Board Member.
- Identify deficiencies or weaknesses in the Board's safeguarding arrangements.
- Nominate a member of the Trustees (usually the Chair) to be responsible in the event of an allegation of abuse being made against the DSL or the DST.
- Ensure an annual review of Safeguarding policies and procedures and information.
- They will ensure that The Park is compliant with the requirements to meet the Department for Education filtering and monitoring requirements and that the DSL and Deputy DSL are aware of their roles and responsibilities with this.

2.3 Role of the Designated Safeguarding Board Member

A non-staff member of the Board should be nominated and appointed annually as the Designated Safeguarding Board Member (DSBM). The broad areas of responsibility for the DSBM should be to:

- Receive reports from the DSL of any occasions when there are safeguarding concerns or issues.
- Ensure that safeguarding is a standing agenda item at every Board meeting.
- Give regular verbal updates to the Board concerning safeguarding matters.
- Provide the Annual Review of Safeguarding to the Board, stating:
 - i. any changes to the Safeguarding Policy
 - ii. safeguarding training undertaken by the DSL, other staff, volunteers and Board members
 - iii. the number of child protection incidents/cases (without name or detail)
 - iv. the number of Early Help cases and
 - v. any other safeguarding issues.

2.4 Role of Park Staff, other staff based at the Park and all volunteers

All staff and volunteers based on the Park site should:

- Read, understand and adhere to this Safeguarding Policy and procedures.
- Ensure that children receive the right help at the right time to address risks and prevent issues escalating.
- Be alert to the signs of abuse and respond appropriately to direct disclosures.
- Contribute to effective record keeping on safeguarding children.
- Discuss concerns to the Park DSL, and, if appropriate, the DSL of the setting in which they are working.
- Ensure that if, at any point, there is a risk of immediate serious harm to a child or vulnerable adult that they make a referral to the emergency services immediately.
- Refer any safeguarding concerns about colleagues to the DSL, DSBM or the Local Authority Designated Officer (LADO) directly, and, if appropriate, the DSL of the setting in which they are working.
- Raise concerns about poor or unsafe practice and potential failures in the Trustee's safeguarding regime using appropriate whistleblowing procedures.
- Be DBS certificated every 3 years and/or on the annual db's service.
- Education staff complete an annual self-declaration form.
- Ensure that learners are taught about safeguarding in the curriculum including Prevent and online safety

- Adhere to a safe Code of Conduct.
- Keep their safeguarding training up to date.
- All Education staff will read and understand Part 1 and Annex A of statutory guidance Keeping Children Safe in Education (KCSiE).
- Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND).
- An understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

Staff Conduct

KCSiE 2024 outlines “Low Level Concerns” these are activities which don’t reach the ‘LADO’ threshold, cause unease or a ‘nagging doubt’ and are inconsistent with the code of conduct. For example;

Being overly friendly with students.

Having favourites.

Taking photos of students.

Engaging with a student in a secluded area, or behind a closed door.

Using inappropriate or sexualised, intimidating or offensive language.

2.5 Safeguarding Children and Adults at Risk Procedure

2.51 The purpose of these guidelines is to ensure that the rights of the child, young person or adult at risk are protected through staff awareness of the issues and the following of the statutory and local guidelines in the reporting of concerns.

2.52 The Park will take steps to identify vulnerable young people and adults on admission to a course. Teachers will be informed, as part of the admissions procedures, if vulnerable young people or adults have been enrolled on their courses where these are not specifically designed for vulnerable learners. Additional supervision measures will be put in place for all students defined as vulnerable and such students will come under the provisions of this policy

2.53 Advice to Staff on when to take action and how children, young people and adults at risk can be potentially abused within the family, community, organisations by employees (including those employed to promote their welfare and protection from abuse), visitors, volunteers and fellow students.

2.54 It is the responsibility of all staff working within the Park to record and refer concerns regarding the safeguarding of children, young people and vulnerable adults even if they are

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just suspicions or overheard rumours, but not to discuss it with anyone other than the Designated Safeguarding Lead or Deputy DSL.

2.55 It is the responsibility of the DSL or Deputy DSL to safely share information with partner organisations. In the case of the Prime Contractor City of Bristol College this will be referred via 'My concerns' to the Safeguarding Team. This will be in line with the City of Bristol College's safeguarding procedure and policy.

2.56 Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term.

2.57 Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.

3. Safeguarding Procedures

3.1 Recognising abuse and other concerns

All Park staff have a key role in recognising any welfare concern they have about the children they work with, including suspected abuse. The quality of relationships staff develop with children is vital in helping to understand unexplained changes in behaviour and or personality. Small as well as more obvious unexplained changes may indicate a cause for concern. Effective safeguarding means that all welfare concerns need to be taken seriously and all staff have a role to play in this. *Any* welfare concern that *any* staff member has about a child young person or Vulnerable Adult should be recorded and reported to the DSL, and, if appropriate, the DSL of the setting the child is based at.

Suspected abuse is extremely serious and concerns about abuse should be reported to the DSL on the same day they are noted. There are 4 recognised categories of abuse: Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect. Abuse is defined as: 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.' Working Together to Safeguard Children

Staff are not responsible for diagnosing or investigating abuse. However, they do have a clear responsibility to be aware of that all is not well with a child and to be able to recognise the signs and symptoms of abuse (concerns arising from the appearance and the behaviour of the child and/or the abuser). The possibility of abuse should be reported if there are a number of symptoms, or any of them to a marked degree. A child may also be subjected to a combination of different kinds of abuse. It is also possible that they may show no outward signs and hide what is happening from everyone. Not all concerns about children relate to abuse; there may well be other explanations or other welfare concerns that do not meet child protection thresholds. It is important that staff based at the Park keep an open mind and treat every concern with the utmost seriousness.

Staff need to be sensitive to signs of abuse particularly in children with limited or non-verbal communication. Statistically those with disabilities and/or behavioural difficulties are more vulnerable to significant harm. Staff should also be made aware of any children who have a social worker and be extra vigilant.

Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Online Safety

- It is essential that students are safeguarded from potentially harmful and inappropriate online material.
- The Park will ensure that it complies with the DFE filtering and monitoring standards.
- An effective whole college approach is required to protect and educate students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- Online safety can be categorised into four areas of risk: Content (illegal or extremist materials), Contact (bullying, exploitation), Conduct (behaviour increasing likelihood of harm such as sharing explicit images "nudes") and Commerce (gambling, financial scams etc.)

Children Missing from Education

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A learner missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#).

3.2 Disclosure

Effective safeguarding means that any welfare concern needs to be taken seriously and all staff have a role to play in this. *Any* concerns disclosed to staff should be recorded and reported to the DSL and if the disclosure involves abuse, on the same day it was shared and if appropriate, the DSL of the setting the child is based at.

If the disclosure involves abuse, the matter is extremely serious and staff must take the following action:

If a child, young person or adult at risk comes to you with a report of apparent abuse or a concern over radicalisation or extremism, you should listen carefully to him/her, using the following guidelines.

When listening staff must:

- allow the young person or adult at risk to speak without interruption
 - never trivialise or exaggerate the issue
 - never make suggestions
 - never coach or lead the them in any way and never promise not to tell
 - reassure them, let them know you are glad they have spoken up and that they are
 - always ask enough questions to clarify your understanding, but do not probe or interrogate – no matter how well you know the young person or vulnerable adult– spare them having to repeat themselves over and over.
 - be honest – let the young person or vulnerable adult know that you cannot keep this a secret; you will need to tell someone else.
 - try to remain calm – remember this is not an easy thing for them to do.
 - do not show your emotions – if you show anger, disgust or disbelief, they may stop talking. This may be because they feel they are upsetting you or they may feel your negative feelings are directed towards them
 - let the young person or vulnerable adult know that you are taking the matter very seriously
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- make the young person or vulnerable adult feel secure and safe without causing them any further anxiety.

Make a note of any conversations with the child/vulnerable adult, trying to make these as detailed as possible, including when and where the conversations took place.

Report the disclosure to the DSL. The person to whom the disclosure was made should ensure that the child/vulnerable adult is informed about what will happen next, so they can be reassured about what to expect.

AI and Child Abuse

Generative AI takes a written prompt and runs it through an algorithm to generate new, 'natural'-seeming content. Tools include:

- Chatbots such as ChatGPT, Google Gemini and GrammarlyGO, which generate text
- Text-to-image programs like DALL-E and Midjourney, which create images

AI is a tool that can impact other safeguarding issues, like child sexual exploitation and sextortion

Rather than being its own issue with its own signs to spot, staff should be aware of how AI might be used in other safeguarding concerns (e.g. cyber-bullying or sextortion)

AI can also be used by other children to facilitate child-on-child abuse

Hacking and scams – text generation tools can write convincing emails and text messages to trick pupils into giving malicious actors access to their accounts

AI-generated child sexual abuse images – some text-to-image tools could be used to create child sexual exploitation material for sexual gratification or as a means of bullying another pupil

Deepfake' pornography – super-imposing a person's face into pornographic videos for sexual gratification or to humiliate the person being put in the images. AI technology is used to alter the person's facial expressions to make the video look more convincing

'Catfishing' and sextortion – criminals can use AI-generated profile pictures to appear younger than they are to befriend and groom children and young people, and then solicit information and/or images from them (e.g. nude or semi-nude photos)

Fake news and misinformation – text-to-image tools can be used to create convincing fake photos of world events, which could be used to promote certain beliefs (including hateful ones)

3.21 Once you suspect any abuse or extremism / radicalisation you should immediately (within a maximum of two hours) contact the Designated Safeguarding Lead or Deputy DSL if not available.

3.22 If the DSL or Deputy DSL cannot be contacted within two hours of the initial concern, the person making the report should refer to the Director who with the support of the Board Safeguarding Lead to assume the role.

If the abuse implicates the DSL, the concerns should be discussed with the DSBM.

After reporting, the DSL and staff member could decide to take no further action at the present time. If it is decided that a referral should not be made at the current time, it may be important to monitor the child's/vulnerable adults behaviour closely and carefully record any concerns. Concerns may also be discussed with other agencies, or the DSLs of the settings in which the child is based as appropriate.

The DSL and staff member may decide to speak to the child/vulnerable adult to give them the opportunity to disclose what is happening.

The DSL or the staff may decide to speak to the parents, whichever is deemed most appropriate. No further action in terms of referring may be taken unless the discussion throws up more concerns. If staff have concerns that either the child or the parent needs more support, but concerns do not reach child protection thresholds, early intervention can be sought directly through the Park seeking help from external agencies or through First Response. If, after discussion with the parents, staff feel that the child is in need of child protection services, they must be referred to First Response or the Police on the same day the concern was noted.

The DSL should inform parents that the child will be referred if they feel that the child is at risk of being abused **IF IT IS BELIEVED THAT DOING SO PUTS THE CHILD AT NO FURTHER RISK**. It is important to make the parents understand that there is a safeguarding policy in place which must be followed.

The child may be referred to First Response (or Local Authority Social Care if they already have a social worker), without informing the parents, **IF IT IS BELIEVED THAT DISCUSSING WITH A PARENT WILL PUT A CHILD OR THEM AT FURTHER RISK**. If parents haven't been informed, First Response will want to know the reasons why.

First Response can also be contacted to discuss the family without giving contact details of the family. This is called an 'anonymized enquiry'. Staff will be required to identify themselves as professionals while making an anonymized enquiry. During

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the course of a call, they may be asked to supply identifying information of the family in order to keep a child safe and they then may ask the staff member to inform the parent that they have been referred. The local Early Help team can also be contacted directly to discuss the concern.

The following information should be at hand when making a referral:

- Name and job title of the staff member, and reasons for the call.
- Name, date of birth, address of the setting, language spoken, any disability, present whereabouts, siblings of child.
- Name, address, phone number, present whereabouts of parents.
- All available information about the incident or situation, which has led to the concern: whether it is emotional/physical/sexual abuse or neglect, or any combination of these.
- Details of any account given by the child or any other persons.
- Details of the family GP, or any other professionals known to be working with the family, such as a Social Worker, Physiotherapist or Health Visitor.
- Details of any members of the extended family or community who are significant to the child.
- Details of any other person known to be living in or a regular visitor to the child's home.
- Information about any previous incidents or causes for concern that are relevant to this referral.
- Any discussion about the concerns with the parent, if appropriate.
- Any discussion with the child, if appropriate.
- The explanation or comment the child or the parent may have made.
- If staff haven't discussed with parents, why not?
- Who else has concerns?
- How long the concerns have been going on.
- What staff think could be happening to the child.
- What action has been taken already, and why it hasn't worked.
- Any other information.
- Staff should make a note of who they spoke to, and date and time.

First Response should formally acknowledge the referral within 1 working day and let the referrer know what they have decided to do as a result. If no response has been received after 3 working days, the referral should be taken to a higher authority within First Response using the BCC Escalation Policy. If the referral requires a response within 4 hours by First Response, it may be appropriate to contact the Police directly in any case. Out of hours referrals should be made to the Emergency Duty Team on 01454 615165.

Whatever the course of action decided upon on after reporting a concern, the details of the meeting and any action agreed must be recorded.

3.23 With regard to adults at risk, if it is decided by the Designated/First Response Officer that further action should be taken, they may:

- Make a referral to Social Services
- Report the incident to a designated Social Worker
- Report the matter to the police if a crime is suspected

3.24 With regard to concerns around radicalisation or extremist behaviour if the DSO / FRO judges the student to be in immediate danger or likely to act imminently then DSL will call the Police and ask for the Prevent Team or alternatively seek advice from CHANNEL (011794555339)

3.25 Where an allegation is made regarding a school link learner, members of staff should follow the same procedures as outlined above. The Designated/First Response Officer will liaise with the Child Protection Officer from the learner's school or sponsor, ensuring that the learner is informed of this process.

3.26 The DSL will ask the referring member of staff for both children and adults to produce a full written record within 24 hours, which should include:

- Name and position of the person who reported the matter
- Whether the matter is a direct disclosure from a child, young person or vulnerable adult, a suspicion or an overheard conversation
- A factual account of what has been overheard or what has been disclosed, including any questions they needed to ask to clarify understanding
- The Report should contain as much detail as possible including observations (including physical signs of apparent abuse). It must not include opinions or personal interpretation of the facts
- Signed, dated and forwarded to the Designated/First Response Officer who will store it in a secure place.

3.27 Detailed information about a case will be confined to the Designated Safeguarding Lead, the Deputy DSL and (if not implicated) the parents/carers.

3.28 The reporting member of staff will be kept informed on the progress of the case on a 'need to know' basis only.

3.29 If the Children's Social Care Team or Social Care Services deem it a safeguarding issue the Director will advise the Board of Trustees without disclosing any detail on a need to know basis

3.3 Emergencies

In some instances staff may be the first people to recognise that the child may need immediate attention resulting from abuse. Depending on the circumstances staff may need to:

- Telephone for an ambulance or the police (dial 999)
- Ask a doctor to call;
- Ask the parent to take the child to the doctor or the hospital at once;
- Offer to take the parent and child to the hospital/surgery/clinic for immediate medical attention as appropriate;
- Take the child to the hospital/surgery/clinic.

It is important to remember that the child is the legal responsibility of parents and that person (identified on child's registration forms) must be involved in the matter as soon as practicable, and IF IT IS BELIEVED THAT DOING SO PUTS THE CHILD AT NO FURTHER RISK.

Having taken the necessary emergency action, any suspected abuse must be reported to the DSL and the DSL of the setting in which the child is based, and a record of an account of the emergency must be written retrospectively when it is possible to do so.

4.0 Confidentiality

4.1 Confidentiality and trust should be maintained as far as possible. The degree of confidentiality will be governed by the need to protect the child, young person or adult at risk

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who is always the primary concern. The child, young person or adult at risk must at the earliest opportunity in the disclosure be informed of the need to pass information on.

4.2 All conversations regarding an adult at risk should always be held in private.

4.3 The Park complies with the requirements of GDPR, Data Protection

Act 1998, and Data Protection (Amendment) Act 2003 which allows

for disclosure of personal data where this is necessary to protect the vital interests of a vulnerable adult.

In all cases the main restrictions on disclosure of information are:

- Common Law duty of confidence
- Human Rights Act 1998
- Data Protection Act 1998 and Data Protection (Amendment) Act 2003

Each of these has to be considered separately. Other statutory provisions may also be relevant, but in general, legislation does not prevent sharing of information if:

- those likely to be affected consent; or
- the public interest in safeguarding the child's welfare overrides the need to keep the information confidential; or
- disclosure is required under court order or other legal obligation.

Whatever happens, you should always be open and honest with the young person or adult at risk if you intend to take the case further.

4.4 The member of staff reporting a disclosure, suspicion of abuse/neglect or overheard rumours of abuse/neglect must not discuss the case with anyone other than a DSL or Deputy DSL

5 Allegations of Abuse

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Staff may also be subject to allegations of abusing children/Vulnerable adults. While support will be offered, staff should ensure that the investigating agency concerned is given all assistance in pursuing any investigation.

If it appears that a member of staff has behaved in a way that has harmed a child/Vulnerable Adult, or may have harmed a child/VA; or possibly committed a criminal offence against or related to a child/VA; or behaved in an inappropriate way towards a child/VA which may have indicated the he or she is unsuitable to work with children or Vulnerable Adults, then the following procedures must be followed:

Concerns must be recorded and reported to the DSL. They should take steps to ensure that during the remainder of the working day that the person concerned is not left in sole charge any child or Service User.

At the earliest opportunity, the DSL should contact the DSBM. They should contact the Designated Officer (DO) within the local authority. The DO should then be given a signed and dated written record of the concerns. Staff should maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols. The setting should then follow the DO's advice on how to deal with allegations against staff.

If it appears that the DSL has behaved in a way that has harmed a child or Vulnerable Adult, then the Chair of the Board should be contacted.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

If appropriate, Social Care and/or the Police will be informed by the DO. Relevant evidence and information will be given if required. Proven allegations may be deemed as gross professional misconduct and could lead to immediate termination of employment.

The Park will fully support all members of staff, student or volunteer in following this procedure following an allegation or investigation. While support will be offered to the person where an allegation has been made, the Park will ensure that the agencies concerned are given all assistance in pursuing any investigation.

If it is determined that there is no cause to suspect significant harm but a criminal offence might have been committed they will immediately inform the police and a similar discussion will take place with the Designated Safeguarding Lead being asked to represent the Park.

5.1 Referral to the Disclosure and Barring Service

The Safeguarding Vulnerable Groups act 2006 places a legal duty on the Park to refer any person who has:

- harmed or poses a risk of harm to a child or adult at risk
- satisfied the harm test
- received a conviction or caution for a relevant offence

Such a referral will be made under the guidance of the Local Authority Designated Officer.

5.2 Type of Investigations

Criminal Investigations - If a crime is suspected, an investigation will not be carried out by the Park, other than to establish the facts. All the information obtained will be handed over to the police who will carry out any investigation necessary, with the support of the Park.

Disciplinary Investigations - If a decision is made to pursue an allegation of abuse against a member of staff, this will be dealt with under the Parks disciplinary policy.

5.3 The Park may be unable to carry out any disciplinary proceedings until the police investigation is complete, but depending on the seriousness of the allegation, the member of staff may be suspended from work with pay until the investigation is completed.

5.4 Where an allegation from a Child or Adult at Risk occurs, an investigation will be carried out in accordance with Disciplinary Policy and Procedure with the support of HR. The Investigating Officer will be required to liaise with the DSL to clarify whether there are any relevant records or relevant information in relation the individual.

5.5 The member of staff should be advised to:

- Contact their union representative
- Keep records of all conversations, meetings attended, letters received and telephone calls relating to the allegation.

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5.6 Where it is subsequently found that an allegation has been made maliciously, the Park may refer the matter to be dealt with under disciplinary procedures.

5.7 If the accused member of staff tenders their resignation or ceases to provide their services the allegation must continue to be investigated in accordance with the procedures.

6. Definition of Abuse

Children and Young People (source Working together to safeguard children March 2015)

6.1 **Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

6.2 **Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only so far as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

6.3 **Sexual Abuse including Child Sexual Exploitation** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of

violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape, buggery or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

6.4 Female Genital Mutilation. Female Genital Mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there is no medical reason for this to be done. FGM is most commonly carried out on girls between infancy and the age of 15, most often before puberty starts. It is illegal in the UK.

6.5 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical or emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6.6 Significant Harm. Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

6.7 Extremism.

New definition of Extremism (March 2024)- the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results

Preventing Radicalisation in KCSiE 2024

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends since 2023 to supporting the rehabilitation and disengagement of those already involved in terrorism.

Adults at Risk (source NHS Choices)

6.6 Physical Abuse. This can include being assaulted, hit, slapped, pushed, restrained, being denied food or water, not being helped to go to the bathroom and misuse of medication.

6.7 Sexual Abuse. This includes indecent exposure, sexual harassment, inappropriate looking or touching, as well as rape. Sexual teasing or innuendo, sexual photography, subjection to pornography, witnessing sexual acts, and sexual acts that the person does not agree to or were pressured into consenting to.

6.8 Psychological Abuse. This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion or harassment. It also includes verbal abuse, cyber bullying and isolation or an unreasonable and unjustified withdrawal from services or supportive networks.

6.9 Financial Abuse. This includes theft of money or valuables, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

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6.10 Neglect and Acts of Omission. This includes not being provided with enough food or the right kind of food, or not being taken proper care of. Leaving the person without help to wash or change dirty or wet clothes, not getting them to a doctor when one is needed or not making sure that they have the right medicines.

6.11 Discriminatory Abuse. This includes some forms of harassment, slurs or similar unfair treatment relating to race, gender, gender identity, age, disability, sexual orientation or religion.

6.12 Self Neglect. This is not a direct form of abuse, but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who places him/herself at risk in this

6.13

Child on child abuse

Child on Child abuse

All staff should recognise that Students are capable of abusing their peers (including online). All settings should have a statement which makes clear there should be a zero-tolerance approach to abuse.

The different forms child on child abuse can take, include.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers. (sometimes known as “teenage relationship abuse”
- physical abuse.
- Sexual violence and Harassment

7. Key safeguarding areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- Children in the court system
- Children affected by parental offending/imprisonment.
- [Children missing from education](#) – including persistent absence.



- [Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- [Domestic Abuse](#)
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- [Online Safety](#)
- [Mental health](#)
- [Child on child abuse](#):
 - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
 - Abuse in intimate personal relationships between peers.
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
 - Sexual violence, 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 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.
 - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
 - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
 - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- [Preventing Radicalisation \(The Prevent Duty\)](#)
- [Serious Youth Violence](#)
- Substance Misuse
- [Private Fostering](#)
- [Young Carers](#);

8. Other Safeguarding definitions

8.1 Bullying and child on child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- *Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

All staff should be clear as to the Park's policy on bullying and child on child abuse.

Staff will proactively gather intelligence about issues between learners which might provoke conflict and develop strategies to prevent bullying occurring in the first place. The Park will strive to create an ethos of good behaviour where people treat one another and staff with respect because they know that this is the right way to behave. The Park has an anti-bullying policy and disciplinary procedure.

Victims and Alleged Perpetrators

While these terms are used in the updated guidance states that ... schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will

have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis”

8.2 Child Sexual Exploitation and Trafficking

Child Sexual Exploitation (CSE) is a form of abuse. It occurs where anyone under the age of 18 or a vulnerable adult is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child or vulnerable adult may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and may occur online.

8.3 Domestic Violence and Abuse

Children will be explicitly recognised as victims in their own right if they see, hear or otherwise experience the effects of domestic abuse.

Domestic violence and abuse (DVA) is the abuse of one person over another who is, or has been, in a relationship. The abuse may be verbal, sexual, physical, emotional or financial

The Park is committed to supporting the wellbeing and safety of children and acknowledges the profound and damaging effects of DVA on them.

The Park is committed to taking positive action against DVA and to actively support victims and to protect children and young people affected by it. We will work towards creating an environment that raises awareness of DVA, and communicates to all parents and children that it is a safe place to ask for help.

If the DSL has serious concerns about a victim’s situation, they should refer the case to the local MARAC (Multi-Agency risk assessment meeting) or to the Police. If staff and the DSL have concerns about the safety of the children, this must be reported to the local safeguarding referral agency.

What is ‘parental conflict’?

Some level of conflict between parents is often a normal part of everyday life

It becomes a safeguarding concern when the conflict is frequent, intense, poorly resolved or damaging. This can include unresolved arguing, silence, lack of respect or lack of resolution

8.4 Drugs and alcohol – Children

Children affected by their own drug misuse should have early access to support through local services. Staff who have concerns about children affected by drugs and alcohol misuse should report it to the DSL. Use of illegal drugs should be reported to the Police. Park staff are not required to confiscate illegal drugs. The Police will not normally need to be involved in incidents involving legal drugs or alcohol. The Park will normally inform parents where alcohol, illegal drugs or potentially harmful substances are found but there is no legal requirement to do so and the Park may decide not to contact parents in the best interest of the child.

8.5 Fabricated and Induced Illness Syndrome

Fabricated and Induced Illness Syndrome (FIIS) is a form of mental disorder in a parent, usually the mother. Staff may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer.

8.6 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

8.7 Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female and could be any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse. Groomers will hide their true intentions and may spend a long time gaining a child's trust.

8.8 Hidden Harm

Hidden Harm refers to children who are affected by their parents' drug or alcohol abuse, domestic abuse and mental illness. Parental problems can and do cause serious harm to children at every age from conception to adulthood. Effective treatment of the parent can have major benefits for the child. By working together, services can take many practical steps to protect and improve the health and well-being of affected children.

8.9 Historical Abuse

There may be occasions when a child or adult will disclose abuse which occurred in the past, termed historical abuse. This information needs to be treated in exactly the same way as a disclosure of current abuse as the abuser may still represent a risk to children and young people now.

9. Gender questioning students

Colleges have statutory duties to safeguard and promote the welfare of all children

- Colleges should be respectful and tolerant places where bullying is never tolerated.
- Parents should not be excluded from decisions taken by a College or relating to requests for a child to 'socially transition' (unless unsafe)
- Colleges have specific legal duties that are framed by a child's biological sex.
- There is no general duty to allow a child to 'socially transition'.
- Families/carers should be encouraged to seek clinical help and advice

College to have a safe culture

9.1 Recruitment

As part of this policy we will ensure that people working with our children are safe to do so. We aim to ensure that recruitment of all staff and volunteers is conducted in a way to safeguard young people.

This is in line with The Parks Recruitment Policy

As soon as the need for a Park staff member is established, someone should be appointed who is responsible for ensuring that the policies on safer recruitment are adhered to.

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The job description and person specification should make reference to safeguarding. The advertisement will contain reference to our commitment to safer recruitment. Candidates will be asked to use an application form containing: full and former names, DOB, current address, NI number, academic/ vocational qualifications, full chronological employment history (disclosing any gaps and reasons for leaving).

The panel will scrutinise the application forms for breaks in service, reasons for leaving etc. Suspicious gaps etc would not automatically bar a candidate from short-listing but the panel would make further checks, including supplementary interview questions and/or requests for clarification from the candidate prior to the interview.

In the invitation to interview letter, candidates will be asked to bring 2 forms of ID, including drivers licence and/or passport and 2 proofs of address e.g. utility bill, proof of entitlement to work in UK (if not UK citizen). Two references will be taken prior to interview. Should references contain disciplinary information or safeguarding concerns omitted by the candidate, the invitation to interview will be withdrawn. The selection panel may ask supplementary questions about information contained within the references. Generic or pre-written references will not be accepted.

Any shortlisted candidates will also be subject to online safety checks.

The formal interview will contain a range of safeguarding questions, with supplementary questions used to further assess a candidates understanding/ motivations and reasoning regarding safeguarding issues. Supplementary interview questions may relate to concerns/ queries about information given in the initial application.

Once a candidate has been selected, a conditional offer will be made based on the following background checks: References (checked prior to interview), verification of identity, Disclosure and Barring Service (DBS) certification (processed by BCC), criminal record self-disclosure (although declaration of spent convictions will not automatically bar a candidate), verification of qualifications and professional status. For non-UK residents, DBS certification alone will not be sufficient and additional checks will be sought from the candidate's country of origin. Above checks MUST be carried out before the successful candidate is allowed to begin work. Supply and temporary staff are subject to the same level of vigilance.

Supply agencies must provide evidence that all Safeguarding checks have been completed. Where a temporary staff member is employed by the Park directly, a new DBS check will be completed prior to the teacher/practitioner working within the setting.

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Every volunteer with access to children, and without direct supervision from a member of staff, will be expected to complete a DBS.

9.2 Staff support

As a result of dealing with disclosure or reporting concerns, Park staff may feel angry or upset. The DSL and the Board, particularly the DSBM, should fully support all members of staff in following this policy. In addition, any of the appropriate agencies listed (below Appendix Key Contacts) will be able to provide support.

9.3 Training

All Park staff will receive this policy and a briefing in safeguarding during their induction within 7 days of commencement of their contract. They will receive Single Agency Safeguarding Basic Awareness training every two years (or sooner if there is a specific reason to do so, for example a change of policy, guidance or concern arising from a Serious Case Review) from a safeguarding trainer Verified by the BSCB. The Park should hold a register for safeguarding training attended for each member of staff and trustee.

All education staff will have a yearly safeguarding update training which includes the latest Keeping Children Safe in education guidance.

The Park staff will have additional opportunities to speak about safeguarding concerns through their supervision sessions and safeguarding will be a standing agenda item at all fortnightly team meetings.

Designated Park staff and Board members involved in recruitment should have received Safer Recruitment training from an accredited trainer.

The DSL and Deputy DSL will undertake DSL refresher training every 2 years.

9.4 Partnership Working

The Park must always ensure that onsite users, delivery partners and service providers who share our site have effective safeguarding policies in place and display good practice in regard to safeguarding. Any concerns that staff have of poor safeguarding practice in partner organisations should be reported to the DSL at the time they are noted. Partner

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organisations must inform the DSL of the occurrence of any breaches or suspected breaches of their safeguarding policy. Valid, enhanced DBS checks, including a check against the adults' barred list or the children's barred list, as appropriate, must be carried out by partner organisations in relation to anyone who is employed or volunteers by them if they work with children.

In line with Keeping children safe in education if we receive an allegation relating to an incident where an individual or organisation was using our premises for running an activity for children, we should follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation.

10 Responding to incidents of child on child harm.

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

It is recognised that child on child abuse can happen inside and outside of school/college or online.

At The Park

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child on child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily

The Park will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.

Victims and Alleged Perpetrators

- While these terms are used in KCSiE the updated guidance states that ...
- schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis”

11 Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of young people and their families.

The Park has members of the team who have completed mental health awareness and mental health first aid training, as well as Emotional Literacy and support training.

Teaching staff will be aware of the impact the current circumstances can have on the mental health of learners (and their parents) who are continuing to work from home, including when setting expectations of college work.



Park College

Written by DSL Louise Hunt

Agreed by Board of Trustees.



12 Appendices:

Appendix A. Key contacts

Emergency: 999

First Response Team 0117 903 6444

Early Help Teams:

North 0117 3521499

East/Central 0117 9415886

South 0117 9037770

Emergency Duty Team 01454 615 165 (out of hours)

Designated Officer (DO) for Bristol, Nicola Laird: 0117 903 7795

nicola.laird@bristol.gov.uk

Bristol Safeguarding Children Board: 0117 903 7780

Police Prevent Team: 0117 9455539

Ofsted Whistleblower Hotline: 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm)

email: whistleblowing@ofsted.gov.uk

WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

MARAC: dvmaracbristol@avonandsomerset.pnn.police.uk

Next Link Domestic Violence Support (Men, women, children and young people):

www.safelinksupport.co.uk 0117 925 0680

National Association for the Prevention of Cruelty to Children (NSPCC), help for adults concerned about a child: 0808 800 5000

Childline, help for children who are being abused: 0800 1111 (open 24 hours)

Integrate Bristol, concerns regarding FGM, 24-hour helpline: **0800 028 3550**

Preventing extremism in schools and children's services:

counter.extremism@education.gsi.gov.uk Helpline: 0207 3407264

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Appendix B. Useful documents and links

BSCB: <http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguarding-children-board>

Keeping Bristol Safe Partnership
<https://bristolsafeguarding.org/training/webinars/>

South West Child Protection Procedures, provide detailed online information on all aspects of Child Protection: www.swcpp.org.uk

Working Together to Safeguard Children (2023), Department of Education:
[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115640/Working_together_to_safeguard_children_2023.pdf)

Keeping Children Safe in Education (2024) Statutory guidance for schools and colleges:
[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115640/Keeping_children_safe_in_education_2024.pdf)

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115640/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

What to do if you're worried a child is being abused (2015) Easy to read summary of key safeguarding procedures:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK
(www.gov.uk)

Safer Working Practice (2015) Safer Recruitment Consortium

Submit a Request For Help Online: <https://www.bristol.gov.uk/form/child-or-young-person-request-support-or-report-concern>

[BSCB Threshold Guidance \(pdf, 1.3 MB\)](#)(opens new window)

[SAF Guidance April 2014 \(pdf, 1.1 MB\)](#)(opens new window)

OFSTED Whistleblowing: <http://www.ofsted.gov.uk/resources/whistleblowing-ofsted-about-safeguarding-local-authority-childrens-services>



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Forward, (Foundation for Women's Health Research and Development), fighting FGM: 0208 960 4000 <http://www.forwarduk.org.uk>

Bristol Against Violence and Abuse: www.bava.org.uk

Prevent Duty July 2015 <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Appendix C.

Code of Behaviour for Safeguarding Children and Adults at Risk

The Park recognises that it is not practical to provide definitive instructions that would apply to all situations at all times whereby staff come into contact with children and to guarantee the protection of children and staff.

However, below are the standards of behaviour required of staff in order to fulfil their roles within the Park. This code should assist in the protection of children, adults at risk and members of staff.

These guidelines also apply to volunteers who work in an unpaid capacity on the Park premises.

Staff must:

- implement the Safeguarding of Children and Adults at Risk Policy and Procedures at all times

Staff must never:

- engage in inappropriate rough, physical games including horseplay with children/ students.
- allow or engage in inappropriate touching of any kind. The main principles of touch are:
- touch should always be in response to the child's need
- touch should always be appropriate to the age and stage of development of the child
- touch should always be with a child's permission
- do things of a personal nature for children that they can do for themselves or that their parent can do for them.

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- physically restrain a child unless the restraint is to prevent physical

injury of the child/other children/visitors or staff/yourself. In all circumstances physical restraint must be appropriate and reasonable, otherwise the action can be defined as assault.

- make sexually suggestive comments to, or within earshot of, a child.
- have children on their own in a vehicle. Where circumstances require the transportation of children in their vehicle, another member of staff/ volunteer must travel in the vehicle. Also it is essential that there is adequate insurance for the vehicle to cover transporting children as part of the business of your work. In extreme emergencies (for medical purposes) where it is required to transport a child on their own, it is essential that another leader and the parent is notified immediately.
- take a child to the toilet unless another adult is present or has been made aware (this may include a parent, group leader)
- spend time alone with a child on their own, outside of the normal tutorial/ classroom situation. If you find you are in a situation where you are alone with a child, make sure that you can be clearly observed by others.
- engage in a personal relationship with a child/student, or a child who becomes a student, beyond that appropriate for a normal teacher/student relationship. Staff who breach any of the above may be subject to the Disciplinary Procedure.
- If an allegation against a member of staff has occurred then an investigation may be carried out in accordance with the procedure for dealing with such allegations against staff.

Appendix D

Key Statutory Guidance updates

Working Together to Safeguard Children 2023 key updated areas:

- Provides a new definition of safeguarding
- Principles of working directly with children and families.
- Structural changes around partnerships and clarification of roles and responsibilities (needs to be published in December 2024)
- Strengthens the need to work with education and childcare providers
- Tackling extra familial harm (harm that happens outside of the home)
- Understand domestic abuse, including controlling and coercive behaviour as well as **parental conflict** that is frequent, intense and unresolved.

Working Together to Improve School Attendance

- Is now statutory from 19/08/2024 for schools

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- Intends to standardise practice across the workforce and partnership to maintain high levels of school attendance.
- Consideration of an effective wider school culture.
- Linking in early identification as indicators for extra familial harm.

https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

Keeping Children Safe in Education 2024

Part 1 and Annex B updates:

- Definition of safeguarding revised
- Focus on early help considerations/ trigger points
- Enhancement of extra familial harm concerns
- Considering how children can be affected by domestic abuse by seeing, hearing or experiencing its effects of harm
- Children missing from education expanded to unexplainable and or/persistent absences from education
- Further information around children in the court system and preventing radicalisation

Appendix E

Safeguarding Statement

Safeguarding and Prevent

Safeguarding The Park Community, including all Students, Visitors, Staff, Users and Tenants is an important issue to us.

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The Park Community Centre Ltd is committed to safeguarding and promoting the welfare of children, young people and adults at risk and expects all staff and volunteers to share this commitment. Staff and volunteers regularly receive training related to safeguarding and are subject to DBS checks. We have a number of policies and procedures in place that contribute to our safeguarding commitment and the safeguarding (including Prevent) policy can be found on our website or is available on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a person's welfare. All staff have a legal responsibility to share any safeguarding concerns with the Designated Safeguarding Lead. If a member of staff has concerns which relate to the actions or behaviour of another member of staff this **must** be reported to the Designated Safeguarding Lead, or the Designated Safeguarding Trustee if the concern relates to the DSL. Any allegations will then be passed onto the local authority designated officer (LADO) who will work with us to investigate the allegation. At The Park Community Centre all staff know this process and are committed to it. It is openly discussed at staff meetings and training sessions.

If you have any concerns regarding the safety of a child, young person or an adult at risk or with the conduct of a member of staff, please report it to the designated safeguarding lead. (DSL)

Our **Designated safeguarding lead** is **Louise Hunt (Director)**
louise.hunt@theparkcentre.org.uk

Our **Deputy designated safeguarding lead** is **Vicki Harding (Lead Tutor)**
vicki.harding@theparkcentre.org.uk

The Board of Trustees – Chair of Trustees David Freed

All the above can be contacted through the main reception on 0117 9039770.

City of Bristol College Safeguarding team can also be contacted on 0117 312 5733
Safeguarding@cityofbristol.ac.uk

The Local Authority Designated Officer (LADO) **Nicola Laird** and **Alice Bennett** can be contacted on – 0117 9037795

As with all safeguarding issues you can also contact:

For Children and Young people

First Response

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Telephone 0117 903 6444

bristol.gov.uk/firstresponse

For Adults

Bristol Care Direct

Telephone 0117 922 2700

Mon – Fri 8.30am – 5pm

Out of hours Emergency Duty Team

Phone 01454 615 165

bristol.gov.uk/caredirect

The Police Prevent Team

Who are the Police Prevent Team?

They are a team of specially trained police officers, and non-police officers, (male and female) who are

happy to give advice or direct people to other support. They can also put people in touch with a representative from their community if you wish.

The Police's Prevent Team can be contacted: Telephone **0117 945 5539**,

or dial **101** (and ask for the 'Prevent Team' and explain you are calling about extremism or radicalisation) Email channelsw@avonandsomerset.pnn.police.uk

Female Genital Mutilation (FGM) National Helpline

Telephone: 0800 0283550 or 101

Always dial 999 in an emergency

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Further information can also be found on the Keeping Bristol Safe Partnership website: www.bristolsafeguarding.org

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