

UP Child Protection and Safeguarding Policy

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Statutory and Legal Framework

The key guidance on safeguarding children in England is called 'Working Together to Safeguard Children 2023' (often shortened to Working Together). Working Together acknowledges the need for all providers of children's services, including those in the voluntary sector, to work in collaboration and to agreed local standards.

Keeping Children Safe in Education 2025 sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

This policy is also based on the following legislation. The Children Act 1989 (and 2004 amendment) which provides a framework for the care and protection of children.

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

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.

Statutory guidance on the Prevent duty, which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from risk of radicalisation and extremism.

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 particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation)

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, biphobic or transphobic bullying or racial discrimination.

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 sets out who is disqualified from working with children.

The Domestic Abuse Act 2021 and the National Framework statutory guidance

Data Protection legislation.

In addition, each Local Authority will have its own local guidance. Each Designated Safeguarding Lead should be familiar with this guidance and consult with the wider UP Safeguarding Team if the local guidance raises any issues for Unlocking Potential’s Safeguarding Policy and practice.

1. Policy Purpose

The purpose of this policy is:

- To protect the children and young people who engage with UP’s services
- To provide staff and volunteers with the principles and practices which guide our approach to safeguarding and child protection

UP believes that it is always unacceptable for anyone to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children and young people. We are committed to the safe working practices outlined in this policy to achieve this.

2. Policy Principles

UP is committed to nurturing a culture whereby safeguarding is discussed at all levels on a regular basis, promoting the message that it is important to recognise and address issues of concern and that concerns will be taken seriously, acted upon appropriately and recorded in a consistent manner.

Safeguarding is everyone's responsibility; we are committed to creating and sustaining a culture of vigilance amongst our staff and volunteers to recognise, respond, record and report safeguarding concerns and provide a proportionate response.

Information and data received as part of safeguarding concerns are handled in confidence and on a need-to-know basis, and in accordance with data protection regulations.

Wherever possible or appropriate, we seek consent of the subject of a safeguarding concern to share their information with an external agency, for example, a social care department.

3. Roles and Responsibilities

- The Board of Trustees must ensure that there are appropriate Safeguarding Policies and that they are implemented effectively, the Safeguarding Trustee has a lead role in this regard. Trustees also have duties to manage risk and to protect UP's assets and reputation.
- The Chief Executive is responsible for ensuring that the Safeguarding policy is implemented within UP as a whole and for providing appropriate staff and volunteer training where necessary.
- The Director of Safeguarding and Business Development is the overall Designated Safeguarding Lead (DSL). They are responsible for internal staff training and for ensuring that the charity is kept abreast of current legislation and best practice. They are also responsible for coordinating, processing, and keeping records of all incidents and all referrals to external agencies.
- Each programme also has Designated Safeguarding Leads and/or a Deputy Designated Safeguarding Lead.
- The Head of HR is responsible for ensuring that all employed staff have a current DBS clearance, and that safer recruitment checks are carried out. The Head of HR is a member of the charity's Senior Leadership Team.
- Programme Directors or Leads, including the Corner School Head Teacher, are responsible for the implementation of the safeguarding policies in their area and the enactment of safe working practices. They should also be aware of their Local Authorities guidance and work with these Safeguarding teams to ensure UP's policies are in line with and complement local procedures. Programme Leads are also responsible for ensuring that staff and volunteers in their areas have the necessary DBS checks carried out for the role they are undertaking.
- It is the responsibility of all Managers to ensure that all safeguarding issues raised in UP are effectively responded to, recorded, and referred to the appropriate agency. They are also responsible for arranging safeguarding training for all staff and volunteers who regularly and frequently work with children, young people, families, and vulnerable adults and that this training is updated regularly.

Managers also have the responsibility of publishing, in accessible areas for all staff and volunteers, the telephone number for their 'local authority safeguarding concerns reporting line and the Local Authority

Designated Officers (LADO) contact details. Where staff are working in other organisations settings, for example schools, this may not be appropriate.

- UP has several relationships and partnerships with external organisations. As a result of this, UP staff and/or volunteers may be placed within another organisation as part of their role, e.g. schools. Where this is the case, staff members/volunteers are familiar with the partner organisation's own internal safeguarding policies and procedures.

Therefore, in the event of a safeguarding concern the UP-staff member/volunteer will report this in line with the partner organisation's own policies and procedures. However, this does not replace the UP' staff member/volunteer from following UP's safeguarding policy and procedures set out in this document. In such instances of a safeguarding concern, the UP staff member/volunteer should expect to make more than one record of concern: both within the external organisation and internally within UP.

- All staff and volunteers are responsible for safeguarding children, young people, and vulnerable adults. It is everyone's responsibility to accurately record information.

4. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. 7.1 below explains the different types of abuse.

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.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video. Appendix E provides more information on sharing nudes and semi-nudes.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in keeping Children Safe in education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area.

Victim is 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.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. How we keep children and young people safe

We do this by:

- Valuing them, listening to, and respecting them
- Having in place Designated Safeguarding Leads (DSLs) and Deputy Safeguarding Leads (DDSLs) for each area of work
- Adopting child-centred safeguarding policies and practices and ensuring they are known and followed throughout the organisation
- Providing effective management of cases through supervision, support, training and robust recording and monitoring procedures
- Following safer recruitment guidelines, ensuring recruitment is safe and all necessary checks are made
- Designating a DBS Lead for the organisation
- Recording and storing information professionally and securely. Sharing information regarding our safeguarding practices with CYP, their families, carers, staff, and volunteers through a variety of means, including team meetings and one-to one discussions
- Escalating and sharing concerns and relevant information about children and vulnerable adults to agencies that need to know. Children, vulnerable adults, and their families are routinely included in this process
- Managing allegations against staff and volunteers appropriately and involving other agencies when required
- Providing a comprehensive training package for staff to ensure they are promoting the welfare and safety of children and young people in their day-to-day work
- Creating and maintaining a safe anti-bullying environment with policies to address any bullying or unsafe behaviour which may occur
- Having a safeguarding auditing process in place
- Having a safeguarding sub-committee in place

Upon recognising a safeguarding concern, immediate action must be taken in accordance with the guidance provided in this policy.

6. Equality Statement

Some children and young people have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations. For example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated

7. Recognition and Reporting

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for children who are more vulnerable due to their own or their family circumstances.

7.1 Types of Abuse

Categories of abuse relating to CYP are defined under the Children Act 1989:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

7.2 Other Safeguarding Concerns

- **Child Criminal Exploitation (CCE):** Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.
- **Child Sexual Exploitation (CSE):** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- **County Lines:** This is the term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
- **Extremism and PREVENT Duty:** Schools have a duty to prevent children from being drawn into terrorism, under section 26 of the Counter-Terrorism and Security Act 2015. UP works in line with Prevent Duty 2015 guidance and will consult with local Prevent Coordinators where necessary. 'Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist'. (Working Together 2023)
- **Domestic Abuse:** Children who see, hear, or experience the effects of domestic abuse are related to the victim or perpetrator are victims of abuse themselves. A child may blame themselves for the abuse or may have had to leave the family home as a result. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#), – which the Metropolitan police force are.

- **Female Genital Mutilation (FGM):** Concerns that a child has been, or may be about to be, subjected to FGM, fall under this policy and must also be reported as a safeguarding concern. The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.
 - **Forced Marriage:** In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse. Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15 per cent of victims are male.
- If a member of staff suspects that a young person is being forced into marriage, they will speak to them about their concerns in a secure and private place. They will then report this to the DSL. The DSL can seek advice from the Forced Marriage Unit on 020 7008 0151 or fmufco.gov.uk
- **So-called 'Honour-Based Abuse':** The term "honour crime" or "honour-based violence" embraces a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where their family or their community is punishing the person. They are being punished for (actually or allegedly) undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family.
 - **Special Education Needs and/or Disabilities (SEND):** UP recognises that students who have SEN needs are more vulnerable of being isolated from their peers and are at a higher risk of safeguarding concerns. All staff and volunteers should be aware of students' different needs and the additional vulnerabilities that children

with SEN or another disability face. It is imperative that staff do not assume behaviour is related to a student's SEN and consider it may be a sign or indicator of possible abuse.

- **Contextual Safeguarding:** Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

If staff and volunteers are made aware of possible abuse or significant harm at school, online or in the community they must take steps to ensure the child or young person is protected from harm. The areas considered are:

- Home - Domestic abuse, siblings or possible neglect
- Peer group - Peer association, intimate partner violence and peer group sexual offending
- School - Bullying, corridor culture and peer recruitment
- Neighbourhood - Gang affected neighbourhood, robbery, CSE in parks and shopping centres

(<https://contextualsafeguarding.org.uk/about/what-is-contextualsafeguarding>)

- **Mental Health Concerns:** Many children experience low level mental health issues such as anxiety and low mood that are not necessarily safeguarding issues but should still be monitored by staff. Mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in this policy. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

(Corner School Only)

- **Absence from school:** We are aware that a young person's unexplained absence could mean that they are at risk from harm. We will:
 - always report an unexplained absence of a child with a Child Protection Plan to the child's social worker on the same day
 - always seek to clarify the reason for the child's absence with their parent or carer (where appropriate) as soon as is practicable on the first day
 - follow up on persistent non-attendance of child through home visits
 - always report to the Education and Attendance Safeguarding Team the continued absence of a child known or thought to have been taken overseas if the young person does not return on the expected return date

7.3 Online Safety

UP is committed to safeguarding children and young people online. UP has a robust filtering and monitoring system on its networks to attempt to limit access to inappropriate material with regular reports sent to appropriate staff. Senior leaders regularly review the effectiveness of school filtering and monitoring systems and appropriate steps are taken to ensure that classroom staff are aware of and understand the systems in place. CYP are educated via classroom displays about the risks, as well as methods of reporting abuse in the event they feel vulnerable. UP has an E-Safety Policy in Place.

8. Referral procedures for staff and volunteers

8.1 What to do if you are concerned

Safeguarding and child protection is everyone's responsibility.

If a member of staff believes that a child, young person is at imminent risk of significant harm they should contact the police by ringing 999 and then report the matter to their manager and/or a DSL. If staff are based in another setting, such as a school, UP staff should liaise with the relevant staff member.

If a member of staff has concerns that a child, young person is at risk of harm or abuse, they should complete the Safeguarding Concern Form on Salesforce.

A referral should not be delayed in order to discuss with a DSL or your Manager. If it is felt/identified that a person is at immediate risk and you are unable to contact a DSL and your Manager is unavailable, you should contact the social care department at the appropriate local authority and/or call 999 depending on the nature of the concern.

Local Authority Children's Social Care act as the principle point of contact for safeguarding concerns relating to children. Anyone who has a concern about a child's welfare should make a referral to their local authority's children's social care.

8.2 Practices and Procedures

Children, young people, may disclose information that causes concern. In these situations, it is important you:

- Stay calm and listen carefully
- DO NOT question their account or probe for further information
- DO NOT promise confidentiality; be honest and explain that you will need to pass this information on in order to help
- Do reassure them that they have done the right thing in telling you
- Take the following steps (please see flow diagrams in Appendix A):

FOR THE CORNER SCHOOL

Inform the Head Teacher (DSL) or a Deputy DSL as soon as practically possible. If neither are available, contact the CEO or in their absence the Director of Safeguarding & Business Development.

FOR THE SCHOOLS PROGRAMME

Inform the UP Therapy Team Manager as soon as possible and the Therapy Team Manager will contact the DSL at the school and UP. If the Therapy Team Manager is not available and the matter is urgent, contact the schools DSL and the relevant Hub Manager or an UP DSL. If someone is at an immediate risk of significant harm the matter should be immediately referred to the police or children's social care.

On receipt of a Safeguarding Form or a CPOMS/My Concern notification, the school's DSL will assess next steps and inform the Therapy Team Manager, of the actions they intend to take e.g. speaking to parents or informing the Local Authority (LA). While this is the responsibility of the School's DSL, in certain circumstances, and where the Therapy Team Manager agrees that it is appropriate, the Therapy Team Manager could complete the referral to the LA or undertake to speak to the parents.

FOR THE FAMILY SUPPORT WORK PROGRAMME

Inform the FSW DSL or the Service Manager as soon as possible. If a child is at immediate risk of significant harm the matter should be immediately referred to the police or children's social care.

The DSL will decide next steps including contacting the DSL at the relevant school and informing them of our planned actions including whether we are making a referral to the Local Authority (LA).

All UP Programmes/Services

All programmes and services also need to follow the steps below:

- If the concern is relating to a young person under the age of 18 it should be shared with their parent/guardian and their consent sought. The concern may not be shared with a parent/guardian if it would be unsafe to do so or increase the risk of harm to the young person. In the Schools Programme, the decision about whether a concern should be shared with parents would be taken by a DSL
- Regardless of whether a referral is made, all observations, relevant information and actions taken should be recorded as soon as possible on Salesforce (UP's database)
- If a written referral is required, a copy should be shared with the relevant Hub Manager, Director of the Schools Programme and Director of Safeguarding and Business Development for review
- An acknowledgment from the Local Authority should be received within 24 hours. If none is received, a follow up with the service by the Programme Lead or Head teacher is required

It is the responsibility of the staff or volunteer who received the disclosure/highlighted the suspected concern/made the observation to follow up with the relevant manager to ensure the required action(s) has taken place in a timely fashion. Once confirmation of the follow up has been received, responsibility then lies with the relevant manager.

The link to the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

9. Managing Allegations against staff or volunteers

We are aware of the possibility of allegations being made against members of staff or volunteers who are working with or may come into contact with children and young people at risk whilst at UP.

If an allegation is made against a member of staff or volunteer this should be brought to the attention of the CEO, relevant Director or Head Teacher. In the case of an allegation being made against the Director or Head Teacher this must be brought to the attention of the CEO or Chair of Trustees.

The Director, Head Teacher or CEO must discuss with the LADO the nature of the allegation, in order for the appropriate action to be taken. They will need to:

- Refer to the LADO immediately and follow up in writing within 24 hours
- Consider safeguarding arrangements for the child or young person concerned
- Follow the instruction of the LADO
- Consider the rights of a staff member/volunteer involved for a fair and equal process of investigation

- Ensure that the appropriate disciplinary procedures are followed

Allegations against a member of staff/volunteer who no longer works/volunteers for the organisation should be referred to the police. Historical allegations of abuse should also be referred to the police.

Corner School Only

Supply teachers are explicitly included in KCSIE (2025) as members of staff who may pose a risk of harm to children. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO. In the event of an allegation being raised against a supply/agency staff member, the school will take the lead on the process and:

- Refer to the LADO immediately (following up in writing within 24 hours) and follow any instructions
- Carry out an investigation
- Liaise with the agency:
 - Discussing whether it is appropriate to suspend or redeploy the individual to another part of the school whilst the investigation is carried out
 - Ensuring they are fully involved and co-operate in any enquiries from the LADO, police and/or children's social services
- Consider safeguarding arrangements for the child/young person or adult concerned
- Consider the rights of a staff member/volunteer involved for a fair and equal process of investigation, including their right to be accompanied to formal meetings

10. Recruitment, Selection and Training

10.1 Recruitment

No direct work with children and young people can begin until the necessary safer recruitment checks have been completed in full for staff, volunteers and trainee/student therapists on placement working directly and alone with children or young people. These include the receipt of at least two satisfactory references, which must cover a period of five years, and an enhanced DBS check which is updated on a three yearly basis or on a 'live' basis for those registered with the DBS update service (see Appendix D for a full list).

UP and the school's management maintain an overview of UP's involvement with children for the Schools Programme.

10.2 Training

When new staff, volunteers or trainee/students join our organisation they will be informed of the safeguarding arrangements in place.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information, including having to complete online safeguarding training in their induction. Staff who work directly with children and young people will also have classroom based safeguarding training within their first 6 months in post.

The induction will also remind staff and volunteers of their responsibility in relation to safeguarding, the remit of the role of their Manager and DSL, and that we will work with other agencies and partners in a co-ordinated way to promote the welfare of children, young people and adults at risk to protect them from harm.

Each year all staff will be given a safeguarding update during a team meeting or training event that reminds staff about safeguarding procedures in the organisation and provides updates on topical safeguarding issues in their area such as the Prevent Duty, CSE and County Lines. Staff will also be required to sign up to identified regular e-updates and access specialist/topical safeguarding training throughout the year (e.g. via The Key, LAs, schools) for independent ongoing learning.

DSLs and Deputy DSLs will undertake advanced safeguarding training, this will be undertaken at least every two years to update their awareness and understanding of the impact of the wider agenda of safeguarding issues.

11. Confidentiality and Information Sharing

Consent is not always needed to share personal information. Wherever possible you should seek consent and be open and honest with the individual from the outset, as to why, what, how and with whom, their information will be shared.

There may be some circumstances where it is not appropriate to seek consent, because the individual cannot give consent, or it is not reasonable to obtain consent, or because to gain consent would put a child's or young person's safety at risk. (Working Together to Safeguard Children 2023). 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.

The Schools Programme, Family Support Programme and Corner School:

The limits of confidentiality must be explained, i.e. that UP will need to inform the DSL in the school if there are concerns about the child's safety. This is in line with national guidance 'Working Together 2023', 'Keeping Children Safe in Education 2025' and 'Information Sharing 2024'. The duty to safeguard children and share information about child protection concerns takes priority over all other considerations, including the confidential nature of the therapy relationship. UP fully participates in multi-agency working, in line with government guidance, in order to share information and safeguard children.

Working Together to Safeguard Children (2023) says, 'The Data Protection Act (DPA) 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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.'

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.

The DfE's Information Guidance document sets out the includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

12. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with a 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.

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 see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the Corner School has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

For the Schools Programme the records are stored on our Salesforce case management system and for the Corner School on CPOMS, only staff with access to that child are able to see confidential safeguarding/child protection records.

13. Mobile Phones and Cameras

Staff are allowed to bring their personal phones to work for their own use but will limit such use to non-contact time when children and young people are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with children or young people.

Staff will not take pictures or recordings of children and young people on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in UP.

14. Links with other policies

This policy links to the following policies and procedures:

School Policies:

- Behaviour
- Physical Contact
- Equality and Inclusion
- Complaints
- Attendance
- Staff handbook (code of conduct)
- Intimate Care Policy
- AI

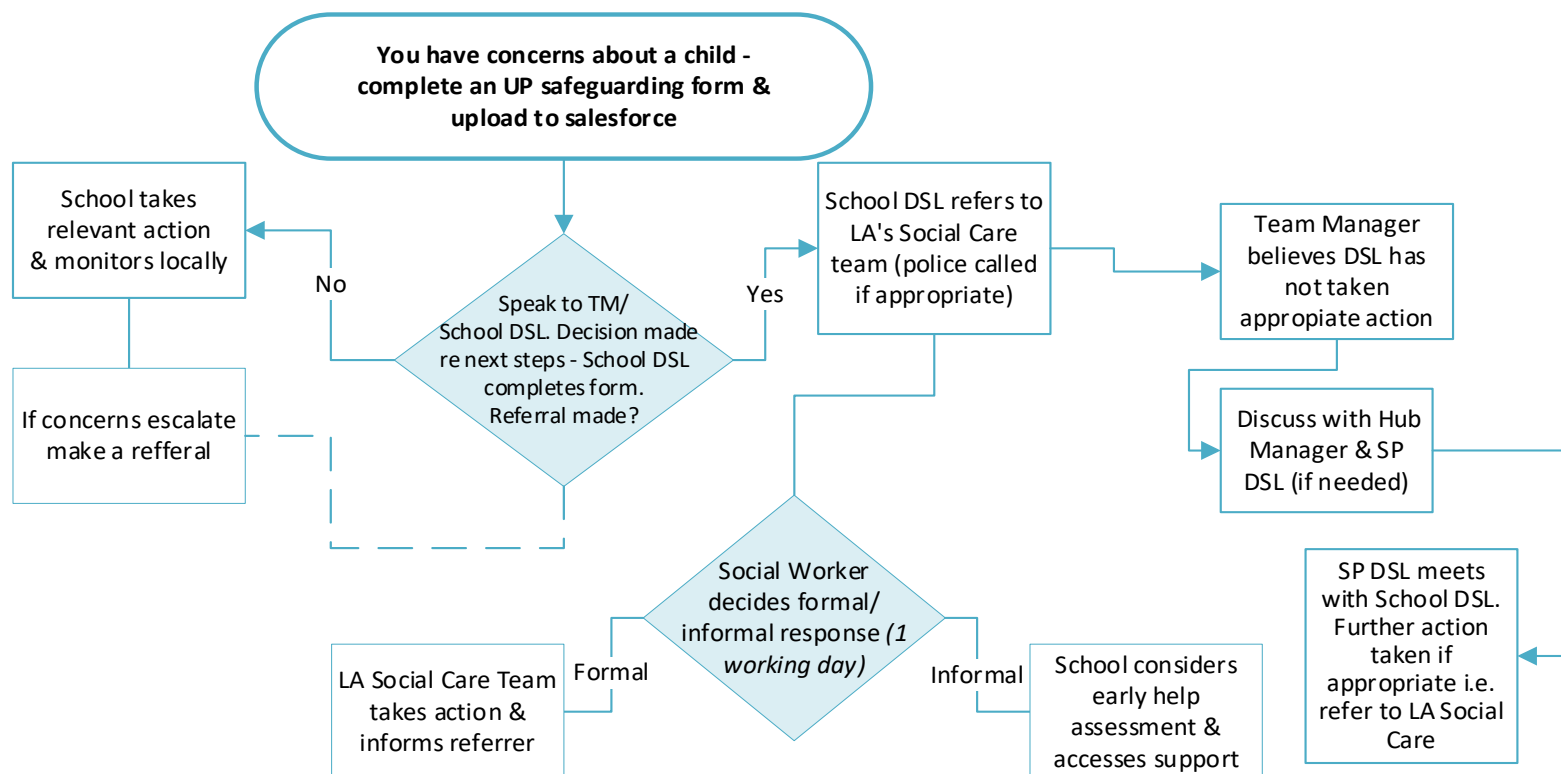
- Online safety
- Mobile phone use
- Relationships and sex education
- First aid
- Curriculum

UP Policies:

- Whistle Blowing
- Grievance
- Disciplinary
- Safer Recruitment
- Equality and Diversity
- Data Protection
- Privacy Notices
- Health and Safety
- Complaints
- Managing Safeguarding Allegations Against Staff
- Adult Safeguarding Policy

APPENDIX A:

Procedure for **the Schools Programme** if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) (Note – if the DSL is unavailable, this should not delay action by the Therapy Team Manager (TTM). See section 8.2 for what to do)



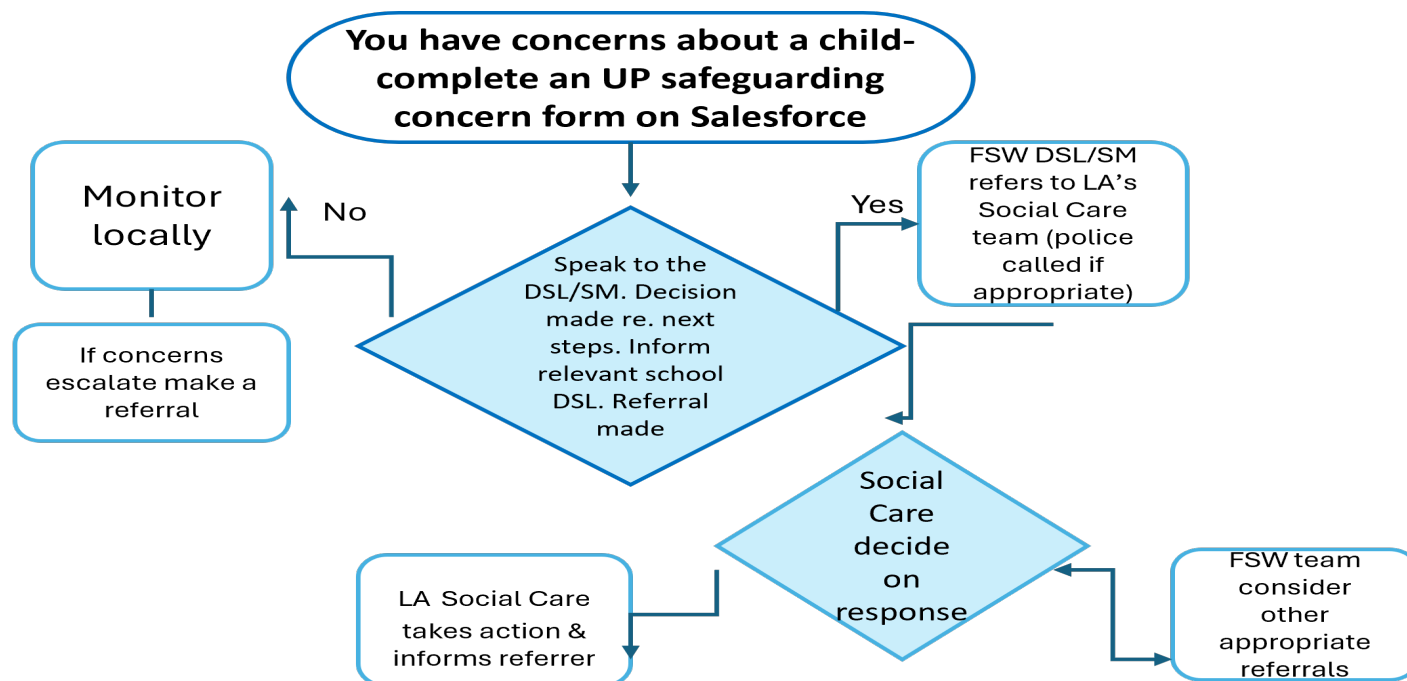
**Staff keep the child's circumstances under review and re-refer if appropriate to ensure they approve.
The child's best interests always come first.**

School DSL to refer by:

1. Calling the relevant Local Authority for the School
2. Completing relevant referral form within 48 hours of making the call

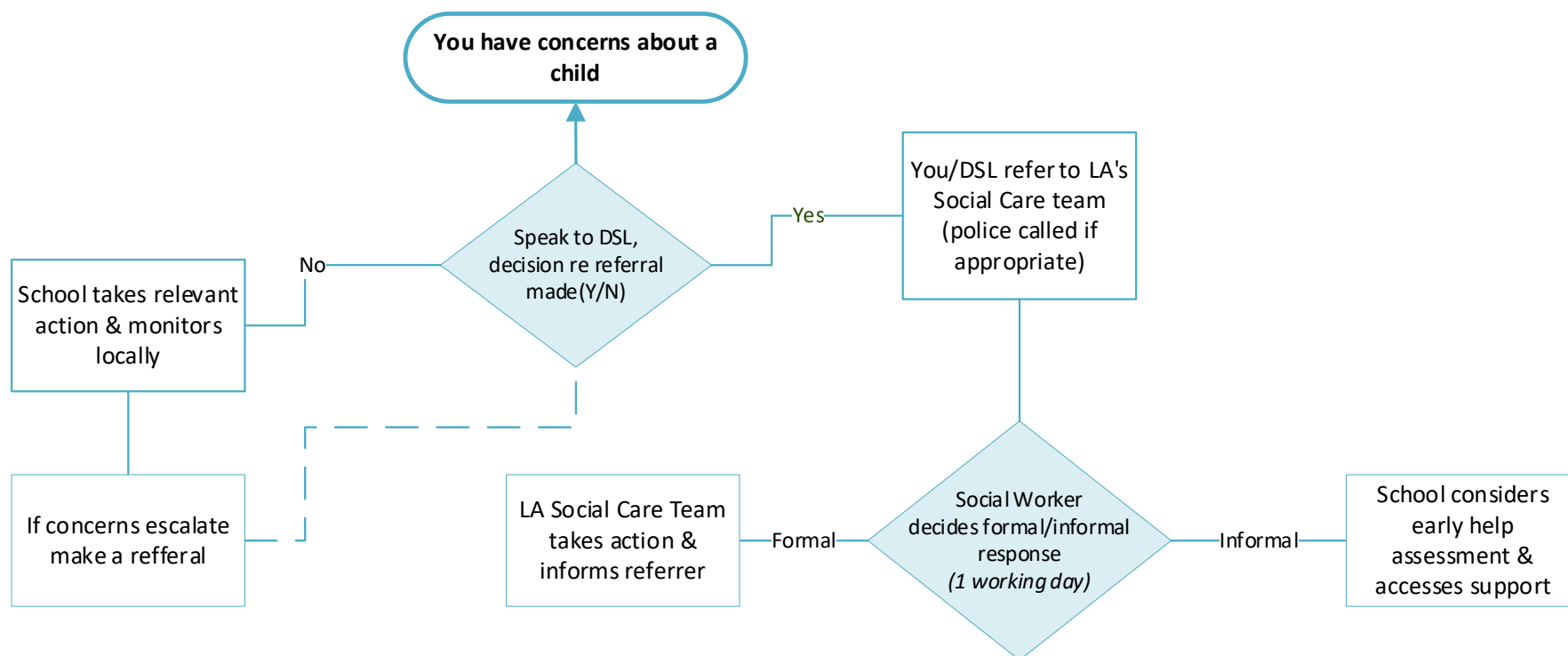
You should follow up with Team Manager/School DSL to ensure this has occurred

Procedure for the **Family Support Programme** if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or is in immediate danger). If the DSL/SM is not available this should not delay action by the Family Support Worker (see section 8.2)



Staff keep the child's circumstances under review and re-refer if appropriate to ensure they approve. The child's best interests always come first

Procedure for the **Corner School** if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)
(Note – if the DSL is unavailable, this should not delay action See section 8.2 for what to do)



**Staff keep the child's circumstances under review and re-refer if appropriate to ensure they approve.
The child's best interests always come first.**

How to refer:

1. Call Brent Family Front Door: 0208 937 4300
2. Complete referral form within 48 hours of making the call:

https://brent-self.achieveservice.com/en/AchieveForms/?form_uri=sandbox-publish://AF-Form-afb467bd-f460-447d-841f-7adb0acb85b8/definition.json

Appendix B: Child on Child Abuse Policy

UP is committed to the prevention, early identification and appropriate management of child-on-child abuse (as defined below) both within and beyond UP services.

This policy:

- sets out our strategy for identifying and appropriately managing child-on-child abuse.
- applies to all staff and volunteers
- is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which children and young people are or may be exposed.
- is UP overarching policy for any issue that could constitute child-on-child abuse.

What is child-on-child abuse?

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the 2. Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations¹. Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence, 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. 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. Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.²

How can a child who is being abused by another child or children be identified?

All staff should be alert to the well-being of children and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by child-on child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. Signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected,
- physical injuries,
- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much,
- broader changes in behaviour including alcohol or substance misuse,
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age, and

¹ Firmin, C., Abuse Between Young People: A Contextual Account. 2017. Oxon: Routledge

² Farrer & Co, Addressing child-on-child abuse: a resource for schools and colleges, September 2022.

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>

- abusive behaviour towards others³

Abuse affects children very differently. The above list is by no means exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances.

How should staff and volunteers respond to concerns or allegations of child-on-child abuse?

It is essential that all concerns/allegations of child-on-child abuse are handled sensitively, appropriately and promptly.

Any response should:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate)
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Unlocking Potential should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it
- manage the child's expectations about information sharing, and keep them and their parents/guardians informed, where appropriate and safe to do so. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), a member of the Safeguarding Team should discuss the proposed action with the child/children and their parents and obtain parental/guardian consent to any referral before it is made.

What should you do if you suspect either that a child may be at risk of or experiencing abuse by another child or children, or that a child may be at risk of abusing or may be abusing another child or children?

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details, please see the procedure set out in the safeguarding policy.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by another child or children, or that a child may be at risk of abusing or may be abusing another child or children, they should discuss their concern with a member of the Safeguarding Team without delay so that a course of action can be agreed.

If a child is in immediate danger, or at risk of significant harm, a referral to children's social care and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by a member of the Safeguarding Team, the Safeguarding Team should be informed as soon as possible that a referral has been made.

How will UP respond to concerns or allegations of child-on-child abuse?

A DSL or Deputy DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/or children affected.

Managers should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is

³ It should be noted that there is currently no definitive list of indicators of child-on-child abuse. The above list has been drawn from the NSPCC's Spotting the signs of child abuse: <https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

required. In borderline cases the Manager/Programme lead may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response.

Appendix C: Intimate Care Policy

Introduction

Staff who work with children who have special needs will realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing or bathing.

Children's dignity will be preserved, and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Unlocking Potential work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.

Staff deliver a full personal safety curriculum as part of Personal, Social and Health Education, to all children as appropriate to their developmental level and degree of understanding. This work is shared with parents who are encouraged to reinforce the personal safety messages within the home.

Unlocking Potential is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Schools recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain.

OUR APPROACH TO BEST PRACTICE

All children who require intimate care are treated respectfully at all times; the child's welfare and dignity are of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection and Health and Safety training in moving and handling) and are fully aware of best practice.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation.

Wherever possible staff who are involved in the intimate care of children/young people will not usually be involved with the delivery of sex and relationship education to their children/young people as an additional safeguard to both staff and children/young people involved.

There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

As a basic principle, children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn

up for children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Where possible one child will be cared for by one adult unless there is a sound reason for having two adults present. If this is the case, the reasons should be clearly documented.

Wherever possible the same child will not be cared for by the same adult on a regular basis; there will be a rota of carers known to the child who will take turns in providing care. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, while at the same time guarding against the care being carried out by a succession of completely different carers.

Parents/carers will be involved with their child's intimate care arrangements on a regular basis; a clear account of the agreed arrangements will be recorded on the child's care plan. The needs and wishes of children and parents will be carefully considered alongside any possible constraints, e.g. staffing and equal opportunities legislation.

Each child/young person will have an assigned senior member of staff to act as an advocate to whom they will be able to communicate any issues or concerns that they may have about the quality of care they receive.

The Protection of Children

Education Child Protection Procedures and Inter-Agency Child Protection procedures will be accessible to staff and adhered to.

Where appropriate, all children will be taught personal safety skills carefully matched to their level of development and understanding.

If a member of staff has any concerns about physical changes in a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate manager/ designated person for child protection. A clear record of the concern will be completed and referred to social care and/or the police if necessary. Parents will be asked for their consent or informed that a referral is necessary prior to it being made unless doing so is likely to place the child at greater risk of harm.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of this process in order to reach a resolution. Staffing schedules will be altered until the issue(s) are resolved so that the child's needs remain paramount. Further advice will be taken from outside agencies if necessary.

If a child makes an allegation against a member of staff, all necessary procedures will be followed [see section 7]

Appendix D: Safer Recruitment and DBS Checks – Policy and Procedures

We will record information on checks carried out, for those involved with the Corner School this will be in the single central record (SCR), for other staff this will be held separately. Copies of these checks, where appropriate, will be held in individuals' personnel files, we follow requirements and best practice in retaining this information.

	Checks
Teaching Staff	<ul style="list-style-type: none"> Enhanced DBS and barred list check A prohibition from teaching check All other pre-employment checks (e.g. identity, refs, medical, right to work, quals, overseas etc) Child disqualification check (if relevant)

	<ul style="list-style-type: none"> For Head Teacher: A section 128 check
Other Staff	<ul style="list-style-type: none"> Enhanced DBS and barred list check All other pre-employment checks (e.g. identity, refs, medical, right to work, quals, overseas etc) Child disqualification check (if relevant) Professional Membership check (if relevant)
CEO	<ul style="list-style-type: none"> Enhanced DBS and barred list check Section 128 check All other pre-employment checks (e.g. identity, refs, medical, right to work, quals, overseas etc)
Governors and Trustees (as proprietor members of the Corner School)	<ul style="list-style-type: none"> An enhanced DBS check They do not need a barred list check unless they're in regulated activity, governance duties are not regulated activity. In cases where they are already on the update service their DBS check may already include a barred check A section 128 check Identity/right to work/overseas Secretary of state countersigned check – only if requested to do so Chair of Trustees only – Countersigned checks by secretary of state
Agency	<ul style="list-style-type: none"> Written confirmation from the agency confirming safer recruitment checks carried out – we record when received and what checks Identity Check on their first day Sight of their existing enhanced DBS with barred list certificate
Contractors (Self-employed or Visiting e.g. maintenance etc)	<ul style="list-style-type: none"> All contractors whose work provides them with an opportunity for contact with children will require an enhanced DBS certificate. Only those engaging in regulated activity require a barred list check Sight of their existing DBS and record when seen and who by Identity Check
Volunteers	<ul style="list-style-type: none"> Volunteers in regulated activity need an enhanced DBS check with barred list information Volunteers not in regulated activity – enhanced check only Overseas checks (if required) References Identity Check

DBS and barred list checks will be updated on a three yearly basis or on a 'live' basis for those registered with the DBS update service.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities

- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate for the role
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) for all staff, including teaching positions: [criminal records checks for overseas applicants](#). For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete
- We will seek references on all short-listed candidates, including internal candidates. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children

In addition, for the Corner School:

- Check that candidates taking up a management position are not subject to a prohibition from management direction made by the secretary of state (section 128 check)

Where relevant, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought

Existing Staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made and have sight of the original DBS certificate to ensure the correct check has been undertaken.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for contact with children

We will also obtain the DBS check for self-employed contractors.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Trustees and Governors

All Trustees (in their capacity as proprietor board members for the school) and Governors will have:

- An enhanced DBS check. They will only have an enhanced DBS check with barred list information if working in regulated activity or in the instance they are on the update service and their check already included a barred list check
- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#) as this would disqualify an individual from being a maintained school governor)
- Identity check
- Right to work in the UK check
- Other overseas checks deemed necessary if they have lived or worked outside the UK

- The Chair of the Board of Trustees/Proprietor Body will have DBS, Right to Work, Identity and Overseas checks and be countersigned by the secretary of state

Regulated activity means a person who will be:

- *Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or*
- *Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or*
- *Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not*

Appendix E: Sharing of nudes or semi-nudes

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff, DSLs and managers.

Your responsibilities when responding to an incident:

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial Review Meeting:

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or local authority children’s social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or local authority children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or local authority children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL:

If at the initial review stage a decision has been made not to refer to police and/or local authority children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to local authority children's social care and/or the police immediately.

Informing Parents:

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the Police:

If it is necessary to refer an incident to the police, this will be done through the CEO (in the CEO's absence a relevant member of the SMT).

Recording Incidents:

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 10 of this policy also apply to recording these incidents.

Appendix F: The Corner School: Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix G: Non-collection of children

If a child is not collected at the end of the session/day, we will follow the school's procedure.