



Safeguarding Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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Date of next full review: September 2024

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts

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What to do if you have a welfare concern at WiEducate

Why are you concerned?

For example

- Something a young person has said, for example, an allegation of harm
- Young person's appearance; may include unexplained marks/bruises as well as dress
- Behaviour change(s)
- Witnessed concerning behaviour

Act immediately and record your concerns. If urgent, speak to a DSL first.

Follow the WiEducate procedure

- Reassure the young person
- Clarify concerns, using open questions if necessary (**TED**: Tell, Explain, Describe)
- Use young person's own words and record facts, not opinions.
- Sign and date your records
- Seek support for yourself if required from DSL (Emma Goodman)

Inform the Designated Safeguarding Lead

- Consider whether a young person is at immediate risk of harm; are they safe to go home?
- If a young person is at risk of immediate harm, call the Police on 999 immediately
- Access the West Northamptonshire Safeguarding Support and procedures:
<https://www.westnorthants.gov.uk/your-council/safeguarding>
- Refer to other agencies as appropriate, for example, Internal or community services, early help open access, LADO, Police, or make a Request for Support via safeguarding portal.
- If unsure, consult with Local Authority Safeguarding at the 0300 126 7000

If you are unhappy with the response

Staff:

- Follow local authority/safeguarding partnership escalation procedures
- Follow WiEducate's whistleblowing procedures

Learners or Parents:

- Follow school complaints procedures (www.Wieducate.co.uk)

Record decision making and action taken on Provision Mapping

Monitor

WiEducate will:

- Follow up with the Local Authority after a referral to seek actions.
- Monitor behavior of learner and refer to other relevant agencies where necessary.
- Attend any recommended outcomes from referral.
- Record any future concerns.

Review and request further support if necessary

At all stages, the young person's circumstances will be kept under review
The DSL/staff will request further support if required to ensure the **young person's safety is paramount**



1. Young person Focused Approach to Safeguarding

1.1 Introduction

- WiEducate recognise our statutory responsibility to safeguard and promote the welfare of all young people. Safeguarding and promoting the welfare of young people is **everybody's** responsibility and everyone has a role to play. All members of our community (staff, volunteers, governors, leaders, parents/carers, wider family networks, and learners) have an important role in safeguarding young people and all have an essential role to play in making our community safe and secure.
- WiEducate believe that the best interests of young people always come first. All young people (defined in law and in this policy as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all young people regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- Staff working with young people at WiEducate will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a young person, staff will always act in the best interests of the young person and if any member of our community has a safeguarding concern about any young person or adult, they should act and act immediately.
- This policy applies where there are any young person protection concerns regarding young person who attend the WiEducate but may also apply to other young people connected to the WiEducate, for example, siblings, or younger members of staff (under 18s) or young people on student/work placements.
- WiEducate recognises the importance of providing an ethos and environment within WiEducate that will help young people to be safe and to feel safe. At WiEducate young people are respected and are encouraged to talk openly. We will ensure young people's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- WiEducate recognises the importance of adopting a trauma informed approach to safeguarding; we understand there is a need to consider the root cause of young people's behaviour and consider any underlying trauma.
- Our core safeguarding principles are:
 - **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for young people, safer recruitment procedures.
 - **Protection:** following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support:** adopt a young person centred approach and provide support for all learners, parents/carers and staff, and where appropriate, implement specific interventions for those who may be at risk of harm.
 - **Collaboration:** with both parents where possible, and other agencies to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers, and are consistent with those outlined within 'Keeping Children Safe in Education' 2023.



1.2 Policy context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Young Children Safe in Education' which requires individual schools and colleges to have an effective child protection policy.
- This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004 and related guidance. This includes but is not limited to:
 - Keeping Young Children Safe in Education (KCSIE)
 - Working Together to Safeguard Children (WTSC)
 - Ofsted: Education Inspection Framework
 - The Education Act 2002
 - Education and Inspections Act 2006
 - The Education (Independent School Standards) Regulations 2014
 - The Non-Maintained Special Schools (England) Regulations 2015
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all young people who are at WiEducate, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- WiEducate will follow local or national guidance in response to any emergencies. We will amend this policy and our procedures as necessary but regardless of the action required, our safeguarding principles will always remain the same and the welfare of the young person is paramount.
- WiEducate recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3 Definition of safeguarding

- In line with 'Working Together to Safeguard Children' and KCSIE, safeguarding and promoting the welfare of young people is defined for the purposes of this policy as:
 - providing help and support to meet the needs of young people as soon as problems emerge
 - protecting young person from maltreatment, whether that is within or outside the home, including online
 - preventing impairment of young person's mental and physical health or development
 - ensuring that young person grow up in circumstances consistent with the provision of safe and effective care
 - promoting the upbringing of young people with their birth parents, or otherwise their family network, whenever possible and where this is in the best interests of the young person(ren)
 - taking action to enable all young people to have the best outcomes.
- Child protection is part of safeguarding and promoting the welfare of all young people and is defined as activity that is undertaken to protect specific young person who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.



- **WiEducate** acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
 - Abuse and neglect
 - Bullying, including cyberbullying
 - Young person-on-young person abuse
 - Young person with family members in prison
 - Young person who are absent or missing from education
 - Young person missing from home or care
 - Young person Sexual Exploitation (CSE)
 - Young person Criminal Exploitation (CCE)
 - Contextual safeguarding (risks outside the family home)
 - County lines and gangs
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Human trafficking and modern slavery
 - Mental health
 - Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
 - Online safety
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Serious violence
 - Sexual violence and sexual harassment
 - So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
 - ‘Upskirting’

(Also see Part one and Annex B within ‘Keeping Children Safe in Education’)

1.4 Related safeguarding policies

- This policy is one of a series in the **WiEducate** integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
 - Anti-bullying
 - Attendance
 - Behaviour, including behaviour management
 - Complaints
 - Confidentiality
 - Data protection and information sharing
 - Emergency procedures such as evacuations and lockdowns
 - Health and safety
 - First aid and accidents, including medication and managing illness, allergies, health, and infection
 - Image use
 - Managing allegations against staff
 - Mobile and smart technology



- Online safety
- Risk assessments
- Safer recruitment
- Social media
- Staff behaviour policy/code of conduct, including Acceptable Use of Technology Policies (AUP)
- Whistleblowing

Supporting Guidance (to be read and followed alongside this document)

- “Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings” - [Safer Recruitment Consortium](#)
- “What to do if you are worried a young person is being abused” – DfE, March 2015
- These documents can be found online at:
- https://www.kelsi.org.uk/_data/assets/pdf_file/0009/95589/Guidance-for-Safer-Working-Practice-for-Adults-who-work-with-Children-and-Young-People-in-Education-Settings.pdf
- https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

1.5 Policy compliance, monitoring and review

- WiEducate will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE as appropriate.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181962/Keeping_children_safe_in_education_2023_-_part_one.pdf

- Parents/carers can obtain a copy of the WiEducate Safeguarding Policy and other related policies on request. Additionally, our policies can be viewed via the WiEducate website: www.WiEducae.co.uk
- The policy forms part of our WiEducate development plan and will be reviewed annually by the leadership team who has responsibility for oversight of safeguarding.
- The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems to the leadership team. The leadership team will not receive details of individual learners situations or identifying features of families as part of their oversight responsibility.

2.Key Responsibilities



Governance and leadership

- The Directors have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Directors have regard to the KCSIE guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.
- The directors will facilitate a whole provider approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the young person at their heart.
- The Director's are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Local Authority).
 - This includes but is not limited to safeguarding all members of the WiEducate (for example, staff, pupils, parents/carers and other family members) identified with protected characteristics within the Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
 - For further information about our approaches to equality, diversity, and inclusion, please access our website.
- The Director's and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote young people's welfare.
- The DSL will ensure that our young person protection and safeguarding policies and procedures adopted by the Directors are understood, and followed by all staff.
- The Directors will ensure an appropriate senior member of staff, from the WiEducate leadership team, is appointed to the role of designated safeguarding lead. The Directors and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and young people regarding any safeguarding and welfare concerns.

2.2 Designated Safeguarding Lead (DSL)

- WiEducate has appointed (Emma Goodman, Director), as the Designated Safeguarding Lead (DSL).
- The DSL has overall responsibility for the day-to-day oversight of safeguarding and young person protection systems (including online safety and understanding the filtering and monitoring systems and processes in place) in WiEducate. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and young person protection remains with the DSL and this responsibility will not be delegated.
- WiEducate has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSLs absence.
 - Steph Horne, Director
- The DSL (and any deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.



role of the DSL to carry out their functions as identified in Annex C of KCSIE. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns.
 - Maintaining a confidential recording system for safeguarding and young person protection concerns.
 - Coordinating safeguarding action for individual young people.
 - When supporting young people with a social worker or looked after young people, the DSL should have the details of the young person's social worker and the name of the virtual school head in the authority that looks after the young person, with the DSL liaising closely with the designated teacher.
 - Liaising with other agencies and professionals in line with KCSIE and WTSC.
 - Ensuring that locally established procedures are in place.
 - Representing, or ensure that WiEducate is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
 - Managing and monitoring WiEducate's role in any multi-agency plan for a young person.
 - Being available during term time (during WiEducate hours) for staff in WiEducate to discuss any safeguarding concerns.
 - Ensuring adequate and appropriate DSL cover arrangements in response to any closures and any out of hours and/or out of term activities.
 - Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.
 - Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that young people, including young people with a social worker, are experiencing, or have experienced, with teachers and WiEducate leadership staff.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
 - Liaising with the Director's to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations. This includes being aware of the requirement for young people to have an Appropriate Adult ([PACE Code C 2019](#)).
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.3 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to observe any changes in a young person's behaviour or appearance, identify concerns early, provide help for young people, promote young people's welfare and prevent concerns from escalating.
- All members of staff have a responsibility to:
 - provide a safe environment in which young person can learn.
 - be aware of the indicators of abuse and neglect so that they can identify cases of young person who may need help or protection.



- know what to do if a young person tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a young person.
- be able to identify and act upon indicators that young person are, or at risk of developing mental health issues.
- be prepared to identify young person who may benefit from early help.
- understand the early help process and their role in it.
- understand WiEducate's safeguarding policies and systems.

- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to young person's social care and statutory assessment under the Young person Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure young person who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard young person's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- Staff at WiEducate recognise that young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a young person.

- Staff at WiEducate will determine how best to build trusted relationships with young people, and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our staff behaviour and pupil/student behaviour policies.

2.4 Children young people

- Children and young people have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Contribute to the development of WiEducate safeguarding policies.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

2.5 Parents and carers

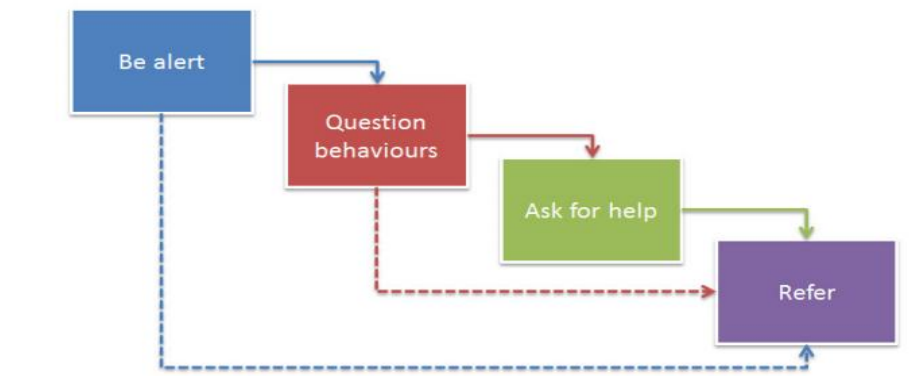
- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant WiEducate policies and procedures.
 - Talk to their young person about safeguarding issues and support the WiEducate in their safeguarding approaches.
 - Identify behaviours which could indicate that their young person is at risk of harm, including online.
 - Seek help and support from the WiEducate or other agencies.



3. Child Protection Procedures

3.1 Recognising indicators of abuse and neglect

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a young person, staff will always act in the best interests of the young person.
- All staff are made aware of the definitions and indicators of abuse and neglect as identified by 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.
- WiEducate recognise that when assessing whether a young person may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the young person and their family.
- All members of staff are expected to be aware of and follow the below approach if they are concerned about a young person:



['What to do if you are worried a young person is being abused'](#) 2015

- WiEducate recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of young person abuse and neglect can vary from young person to young person. Young people develop and mature at different rates, so what appears to be worrying behaviour for a younger young person might be normal for an older young person. It is important to recognise that indicators of abuse and neglect do not automatically mean a young person is being abused, however all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.
- WiEducate recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSL.



- Parental behaviors can indicate young person abuse or neglect, so staff will be alert to parent-young person interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Young people may report abuse happening to themselves, their peers, or their family members. All reports made by young people to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the WiEducate. Young people can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and young people can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- [WiEducate recognises that technology can be a significant component in many safeguarding and wellbeing issues; young people are at risk of abuse online from people they know (including other young people) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- WiEducate recognises that some young people have additional or complex needs and may require access to intensive or specialist services to support them.
- Following a concern about a young person's safety or welfare, the searching and screening of young people and confiscation of any items, including any electronic devices, will be managed in line with the WiEducate behaviour policy which is informed by the DfE ['Searching, screening and confiscation at school'](#) guidance
 - The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a learner was in possession of a prohibited item as listed in our behaviour policy. The DSL (or deputy) will then consider the circumstances of the learner who has been searched to assess the incident against any potential wider safeguarding concerns.
 - Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

3.2 Responding to child protection concerns

- If staff are made aware of a young person protection concern, they are expected to:
 - listen carefully to young person, reflecting back the concern.
 - use the young person's language.
 - be non-judgmental.
 - avoid leading questions; only prompting the young person where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).
 - not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially other Services.
 - be clear about boundaries and how the report will be progressed.
 - record the concern using the facts as the young person presents them, in line with WiEducate record keeping requirements.
 - inform the DSL (or deputy), as soon as practically possible.
- If staff have any concerns about a young person's welfare, they are expected to act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSL (or deputy).



- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken by staff. Staff should speak to a member of the senior leadership team, take advice from West Northamptonshire safeguarding team). In these circumstances, any action taken will be shared with a DSL as soon as is possible.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a young person is already known to other agencies. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping young person safe.
- WiEducate will respond to safeguarding concerns in line with the West Northamptonshire guidance.
 - The procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: <https://www.westnorthants.gov.uk/your-council/safeguarding>
- Where it is identified a young person may benefit from Early Help support, the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.
 - The DSL will keep all Early Help cases under constant review and consideration will be given to escalating concerns to the 0-19 team or seeking advice via the Education Safeguarding Service if the situation does not appear to be improving or is getting worse.
- All staff are made aware of the process for making referrals to West Northamptonshire Services and for statutory assessments under the Childrens Act 1989, especially section 17 (children in need) and section 47 (a young person suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Where a young person is suffering, or is likely to suffer from harm, or is in immediate danger (for example, under section 17 or 47 of the Childrens Act), a 'request for support' will be made immediately to West Northamptonshire Safeguarding team and/or the police, in line with procedures.
 - WiEducate recognise that in situations where there are immediate child protection concerns for a young person as identified in line with West Northamptonshire Guidance, it is NOT to investigate as a single agency, but to act in line with guidance which may involve multi-agency decision making.
 - The DSL may seek advice or guidance from an Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps.
 - They may also seek advice or guidance from a social worker at West Northamptonshire Social Services
- In the event of a referral being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by WNC. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a young person at risk of harm or would undermine a criminal investigation.
- If, after a request for support or any other planned external intervention, a young person's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) will follow up to ensure their concerns have been addressed and, most importantly, that the young person's situation improves. DSLs may request support with this via the Education Safeguarding Service.



- DSLs and staff will be mindful of the need for the provision to ensure any activity or support implemented to support young person and/or families is recorded. Support provided by WiEducate where families are struggling will be overseen and reviewed by the DSL on a regular basis to ensure activity does not obscure potential safeguarding concerns from the wider professional network. Where the WiEducate is unsure, advice will be sought from the Education Safeguarding Service.

3.3 Recording concerns

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the WiEducate safeguarding system and passed without delay to the DSL
- Incident/Welfare concerns are recorded on Provison Mapping, Records will be completed as soon as possible after the incident/event, using the young person's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries to a young person have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.
- Young person protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.
- Child protection records are kept confidential and stored securely. Child protection records will be kept for individual young people and will be maintained separately from all other records relating to the young person in the WiEducate. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.
- All child protection records will be transferred in accordance with data protection legislation to the young person's subsequent provider, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the young person's main file, and a confirmation of receipt will be obtained.
- In addition to the young person protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a young person leaving, for example, information that would allow the new school or college to continue to provide support.
- Where WiEducate receives young person protection files from another setting, the DSL will ensure key staff such as the Tutor, Wellbeing Practitioner and youth Mentor, will be made aware of relevant information as required.
- Where a learner joins the provision and no young person protection files are received, the DSL will proactively seek to confirm from the previous setting whether any young person protections exist for the learner, and if so, if the files have been sent.



3.3 Multi-agency working

- WiEducate recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'
- The leadership team, Director's and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.
- WiEducate recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote young people's welfare and protect them from harm. This includes contributing to safeguarding processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- WiEducate will allow access for the young person's Social Work Service and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The DSL are aware of the requirement for young person to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our WiEducate behaviour policy, which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

3.5 Confidentiality and information sharing

- WiEducate recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to young person protection at the earliest opportunity as per statutory guidance outlined within KCSIE.
- Where reasonably possible, WiEducate will hold more than one emergency contact number for each learner. There is an expectation that emergency contact information will be held for both parents, unless doing so would put a young person at risk of harm.
- WiEducate has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that WiEducate is compliant with all matters relating to confidentiality and information sharing requirements.
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping young people safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of young person.
 - KCSIE, the [Information Commissioner's Office](#) (ICO) and the DfE '[Information sharing advice for safeguarding practitioners](#)' guidance provides further details regarding information sharing principles and expectations.



- The DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of young people; this may include sharing information with the DSL and with other agencies as appropriate.
- In regard to confidentiality and information sharing, staff will only involve those who need to be involved, such as the DSL (or a deputy) and West Northamptonshire safeguarding team. All staff are aware they cannot promise a young person that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the young person.

3.6 Complaints

- All members of the WiEducate community should feel able to raise or report any concerns about young person's safety or potential failures in the WiEducate safeguarding regime. WiEducate has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This is in the policy folder and our website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse in education can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding young person protection failures internally.
 - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- The leadership team at WiEducate will take all concerns reported to WiEducate seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
 - Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. Specific Safeguarding Issues

- WiEducate is aware of the range of specific safeguarding issues and situations that can put young people at greater risk of harm. In addition to Part one, DSLs, WiEducate leaders and staff who work directly with young people will read Annex B of KCSIE which contains important additional information about the following specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1 Child-on-Child abuse



- All members of staff WiEducate recognise that young people can abuse other young people (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of WiEducate and online.
- WiEducate recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between young people
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - 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
 - Upskirting (which is a criminal offence), 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
- Any allegations of young person-on-young person abuse will be recorded, investigated, and dealt with in line with this young person protection policy and KCSIE (in particular, part two and five).
- WiEducate adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for young person and a culture that normalises abuse, which can prevent young people from coming forward to report it.
- All staff have a role to play in challenging inappropriate behaviours between young people. Staff recognise that some young person-on-young person abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- WiEducate recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSL (or deputy) about any concerns regarding child-on-child abuse.
- In order to minimise the risk of child-on-child abuse, WiEducate will:
 - A robust anti bullying policy
 - Sessions related to child on child abuse
 - Support with friendships and relationships
 - A curriculum with focus on friendships and relationships.
 - An open door policy for young people/parents/carers to talk to staff
 - Email addresses of key sstaff to share concerns
 - Access to a Wellbeing practitioner
- WiEducate want young people to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated WiEducate policies, including child protection, anti-bullying, and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.



- Concerns about learners' behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and safeguarding policies.
- Alleged victims, alleged perpetrators and any other young person affected by child-on-child abuse will be supported by:
 - Being listened to
 - Support plans being put in place and implemented
 - Additional sessions with the Wellbeing practitioner

4.2 Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, WiEducate will follow the guidance outlined in Part five of KCSIE.
- WiEducate recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' WiEducate recognises sexual violence and sexual harassment can occur between two young person of any age and sex. It can occur through a group of young person sexually assaulting or sexually harassing a single young person or group of young people and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the WiEducate will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures, for example anti-bullying, behaviour, online safety.
- WiEducate recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to learners that avoids alarming or distressing them.
- WiEducate recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so young person may not be able to recall all details or timeline of abuse. All staff will be aware certain young people may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The DSL (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other young person involved/impacted, in line with part five of KCSIE and
 -



relevant local/national guidance and support, for example West Northamptonshire procedures and support from the Education Safeguarding Service.

- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other young people and staff and any actions that are required to protect them.
 - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by the WiEducate and where necessary will be referred to Early Help and/or Social Work Service) and/or the police. Important considerations which may influence this decision include:
 - the wishes of the victim in terms of how they want to proceed.
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
 - the ages of the young person involved.
 - the developmental stages of the young person involved.
 - any power imbalance between the young person.
 - if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
 - that sexual violence and sexual harassment can take place within intimate personal relationships between young people
 - understanding intra familial harms and any necessary support for siblings following incidents.
 - whether there are any ongoing risks to the victim, other young people, adult students, or WiEducate staff.
 - any other related issues and wider context, including any links to young person sexual exploitation and young person criminal exploitation.
 - WiEducate will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a young person at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Social Work Service and/or the police) to ensure a consistent approach is taken.
 - If at any stage the DSL is unsure how to proceed, advice will be sought from the Education Safeguarding Service.

4.3 Nude and/or semi-nude image sharing by young person

- WiEducate recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by young person, staff are advised:
 - to report any concerns to the DSL immediately.



- never to view, copy, print, share, forward, store or save the imagery, or ask a young person to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL.
 - not to delete the imagery or ask the young person to delete it.
 - to avoid saying or doing anything to blame or shame any young person involved.
 - to reassure the young person(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
 - not to investigate or ask the young person(ren) involved to disclose information regarding the imagery
 - to not share information about the incident with other members of staff, young person/young people, or parents/carers, including the families and young person(ren) involved in the incident; this is the responsibility of the DSL.
- DSLs will respond to concerns in line with the non-statutory UKCIS guidance: [‘Sharing nudes and semi-nudes: advice for education settings working with young person and young people’](#) and the local

guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any young person involved. This may mean speaking with relevant staff and the young person involved as appropriate.
- Parents/carers will be informed at an early stage and be involved in the process to best support young person, unless there is good reason to believe that involving them would put a young person at risk of harm.
- All decisions and action taken will be recorded in line with our young person protection procedures.
- A referral will be made to ICS and/or the police immediately if:
 - the incident involves an adult (over 18).
 - there is reason to believe that a young person has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the young person or they have special educational needs.
 - the image/videos involve sexual acts and a young person under the age of thirteen, depict sexual acts which are unusual for the young person’s developmental stage, or are violent.
 - a young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSLs are unsure how to proceed, advice will be sought from the Education Safeguarding Service.

4.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- WiEducate recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a young person into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect young person, both male and female and can include young people who have been moved (commonly referred to as trafficking) for the purpose of exploitation.



- WiEducate recognises that young people can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Young people involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older young person) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- WiEducate recognises that CSE can occur over time or be a one-off occurrence and may happen without the young person's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any young person who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some young people may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- If staff are concerned that a young person may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5 Serious violence

- All staff are aware of the indicators which may signal young people are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that young people have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.
- Any concerns regarding serious violence will be reported and responded to in line with other young person protection concerns by speaking with a DSL or deputy. The initial response to young person victims is important and staff will take any allegations seriously and work in ways that support young person and keep them safe.

4.6 Modern Slavery

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: [Modern slavery: how to identify and support victims](#).
- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSL or deputy and will be responded to in line with this policy.



4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy). If there is an immediate threat, the police will be contacted.
- All staff will speak to the DSL (or deputy) if they have any concerns about forced marriage. Staff can also contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or fm@fcdo.gov.uk
- Whilst all staff will speak to the DSL (or deputy) if they have any concerns about FGM, there is a specific legal reporting duty on teachers.
 - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover that FGM appears to have been carried out on a girl.
 - It will be rare for tutors to see visual evidence, and they should not be examining learners, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#) and [FGM Mandatory reporting Duty Fact Sheet](#).
 - Unless the tutor has good reason not to, they are expected to also discuss any FGM concerns with the DSL (or a deputy), and Kent Integrated Young persons Services should be informed as appropriate.

4.8 Preventing radicalisation

- WiEducate recognises that young person are vulnerable to extremist ideology and radicalisation. WiEducate is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.
- All staff have received appropriate training to enable them to be alert to changes in young person’s behaviour which could indicate that they may need help or protection from radicalisation.
- Staff will report any concerns to the DSL (or a deputy), who is aware of the [local procedures](#) to follow for making a Prevent referral. If there is an immediate threat, the police will be contacted via 999.

4.9 Cybercrime

- WiEducate recognises that young people with particular skills and interests in computing and technology may inadvertently or deliberately stray into ‘cyber-enabled’ (crimes that can happen offline but are enabled at scale and at speed online) or ‘cyber dependent’ (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a young person may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the [Cyber Choices](#) programme, which aims to intervene when young



people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, young person sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the young person protection policy and other appropriate policies.

4.10 Domestic abuse

- WiEducate recognises that:
 - domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.
 - domestic abuse can include, but is not limited to, psychological (including coercive control), physical, sexual, economic, or emotional abuse.
 - young person can be victims of domestic abuse if they see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
 - anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home.
 - domestic abuse can take place within different types of relationships, including ex-partners and family members.
 - there is always a potential for domestic abuse to take place when parents/families separate, or for existing domestic abuse to persist or escalate post separation.
 - domestic abuse can have a detrimental and long-term impact on young person's health, well-being, development, and ability to learn.
 - domestic abuse concerns will not be looked at in isolation and our response will be considered as part of a holistic approach which takes into account young person's lived experiences.
 - it is important not to use victim blaming language and to adopt a trauma informed approach when responding to concerns relating to domestic abuse.
- If staff are concerned that a young person may be at risk of seeing, hearing, or experiencing the effects of any form of domestic abuse, or in their own intimate relationships, immediate action should be taken by speaking to the DSL or a deputy.

4.11 Mental health

- All staff recognise that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that young person's experiences, for example where young person have suffered abuse and neglect, or other potentially traumatic Adverse childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe young person day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.



- If staff have a mental health concern about a young person that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

5. Supporting Young people Potentially at Greater Risk of Harm

- Whilst **all** young people should be protected, WiEducate acknowledge that some groups of young people are potentially at greater risk of harm.

5.1 Safeguarding young person with Special Educational Needs or Disabilities (SEND)

- WiEducate acknowledges that young person with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- WiEducate recognises that young person with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Young person with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the young person's disability. Staff will be mindful that young person with SEND, or certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that young people with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, WiEducate will always consider implementing extra pastoral support and attention for young person with SEND.

5.2 Young people requiring mental health support

- WiEducate has an important role to play in supporting the mental health and wellbeing of our learners. Mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.
- Where there are concerns regarding possible mental health problems for learners, staff should:
 - Seek support from Wellbeing practitioner
 - Share the Mental Health support number with learners/parents/carers
- Age/ability appropriate education will be provided to our learners to help promote positive health, wellbeing, and resilience.

5.3 Young people who are absent from education

- Young person being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, young person sexual and young person criminal exploitation - particularly county lines.



- A robust response to young people who are absent from education for prolonged periods and/or on repeat occasions will support the identification of such abuse and may help prevent the risk of young person going missing in the future. This includes when problems are first emerging and also where young people are already known to West Northamptonshire Children's Services and/or have a social worker (such as a young person who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.
- Where possible, WiEducate will hold more than one emergency contact number for each learner, so we have additional options to make contact with a responsible adult if a young person missing education is also identified as a welfare and/or safeguarding concern (see section 3.5).
- Where WiEducate have concerns that a young person is missing from education, we will respond in line with our statutory duties (DfE: [Young person missing education](#)) and local policies.

5.4 Elective Home Education (EHE)

- Where a parent/carer expresses their intention to remove a young person from WiEducate with a view to educating at home, we will respond in line with [national Elective Home Education guidance](#) and local guidance
- We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the young person.

5.5 Young people who need a social worker (child in need and child protection plans)

- The DSL will hold details of social workers working with young people in the WiEducate so that decisions can be made in the best interests of the young person's safety, welfare, and educational outcomes.
- Where young people have a social worker, this will inform WiEducate decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.6 Looked after child, previously looked after children and care leavers

- WiEducate recognises the common reason for young people becoming looked after is as a result of abuse and/or neglect and a previously looked after young person also potentially remains vulnerable.
- The school has appointed a '[designated teacher](#)' (Steph Horne) who works with local authorities, including the Virtual School to promote the educational achievement of registered pupils who are looked after or who have been previously looked after.
- The designated teacher will work with the DSL to ensure appropriate staff have the information they need in relation to a young person's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.
- Where a young person is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the young person.



- Where WiEducate believe a young person is being cared for as part of a private fostering arrangement (occurs when a young person under 16 or 18 if the young person is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the Front Door.
- Where a young person is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

5.7 Young people who are Lesbian, Gay, Bi, or Trans (LGBT)

- The fact that a young person or a young people may be LGBT is not in itself an inherent risk factor for harm, however, WiEducate recognises that young people who are LGBT or are perceived by other young people to be LGBT (whether they are or not) can be targeted by other young people or others within the wider community.
- WiEducate recognises risks can be compounded where young people who are LGBT lack a trusted adult with whom they can be open. LGBT is included within our curriculum, and our staff will endeavour to reduce the additional barriers faced and provide a safe space for young person to speak out or share any concerns.

5.8 Young person who are privately fostered

- [Private fostering](#) occurs when a young person under the age of 16 (under 18 for young person with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A young person is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of our staff through the normal course of their interaction, and promotion of learning activities, with young person.
- Where private fostering arrangements come to the attention of the WiEducate, we must notify West Northamptonshire safeguarding board in order to allow the local authority to check the arrangement is suitable and safe for the young person.

6. Online Safety

- It is essential that young person are safeguarded from potentially harmful and inappropriate material or behaviours online. WiEducate will adopt a whole provision approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- WiEducate will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.
- WiEducate identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:



- Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as young person or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- WiEducate recognises that technology and the risks and harms related to it evolve and change rapidly. The provision will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our young person face online.
 - The Directors will be informed of any online safety concerns by the DSL, as appropriate. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

6.1 Policies and procedures

- The DSL has overall responsibility for online safety within WiEducate but will liaise with other members of staff as necessary.
- The DSL will respond to online safety concerns in line with our young person protection and other associated policies, including our Anti-bullying policy, Social Media policy and behaviour policies.
 - Internal support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- WiEducate uses a wide range of technology. This includes: laptops, tablets and other digital devices, the internet, our learning platform.
 - All WiEducate owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
- WiEducate recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras, wearable technology and any other electronic devices with imaging and/or sharing capabilities. In accordance with KCSIE
 - WiEducate has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found in the policy folder/ website.

6.2 Appropriate filtering and monitoring on WiEducate devices and networks

- WiEducate will do all we reasonably can to limit young peoples exposure to online harms through WiEducate provided devices and networks and in line with the requirements of the Prevent Duty and KCSIE, we will ensure that appropriate filtering and monitoring systems are in place.



- When implementing appropriate filtering and monitoring, WiEducate will ensure that “over blocking” does not lead to unreasonable restrictions as to what young person can be taught with regards to online teaching and safeguarding.
- Whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety and we recognise that we cannot rely on filtering and monitoring alone to safeguard our learners; effective safeguarding practice, robust policies, appropriate classroom/behaviour management and regular education/training about safe and responsible use is essential and expected.
 - learners will use appropriate search tools, apps and online resources as identified by staff, following an informed risk assessment.
 - Internet use will be supervised by staff as appropriate to learners age, ability and potential risk of harm:

Responsibilities

- Our Director’s has overall strategic responsibility for our filtering and monitoring approaches, including ensuring that our filtering and monitoring systems are regularly reviewed, and that the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring provisions in place, manage them effectively and know how to escalate concerns when identified.
- The Directors are responsible for ensuring that our WiEducate has met the DfE [Filtering and monitoring standards](#) for schools and colleges.
- Directors are responsible for
 - procuring filtering and monitoring systems.
 - documenting decisions on what is blocked or allowed and why.
 - reviewing the effectiveness of our provision.
 - overseeing reports.
 - ensuring that all staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.
 - ensuring the DSL and IT service providers/staff have sufficient time and support to manage their filtering and monitoring responsibilities.
- The DSL has lead responsibility for overseeing and acting on:
 - any filtering and monitoring reports.
 - any young person protection or safeguarding concerns identified.
 - checks to filtering and monitoring system.
- The staff have technical responsibility for:
 - maintaining filtering and monitoring systems.
 - providing filtering and monitoring reports.
 - completing technical actions identified following any concerns or checks to systems.



- working with the senior leadership team and DSL to procure systems, identify risks, carry out reviews and carry out checks.
- All members of staff are provided with an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of our induction process, and in our young person protection staff training.
- All staff, learners and parents/carers have a responsibility to follow this policy to report and record any filtering or monitoring concerns.

Decision making and reviewing our filtering and monitoring provision

- When procuring and/or making decisions about our filtering and monitoring provision, our senior leadership team works closely with the DSL and the staff. Decisions have been recorded and informed by an approach which ensures our systems meet our specific needs and circumstances, including but not limited to our learners risk profile and specific technology use.
- Any changes to the filtering and monitoring approaches will be assessed by staff with safeguarding, educational and technical experience and, where appropriate, with consent from the leadership team; all changes to the filtering policy are logged and recorded.
- Our WiEducate undertakes an at least annual review of our filtering and monitoring systems to ensure we understand the changing needs and potential risks posed to our community.
- In addition, our provision undertakes regular checks on our filtering and monitoring systems, which are logged and recorded, to ensure our approaches are effective and can provide assurance to the Directors that we are meeting our safeguarding obligations.

Appropriate monitoring

- We will appropriately monitor internet use on all WiEducate provided devices and networks. This is achieved by:
 - Supervision when using devices.
 - Reviewing search history/visited sites after use
- All users will be informed that use of our devices and networks can/will be monitored and that all monitoring is in line with data protection, human rights and privacy legislation.
- If a concern is identified via our monitoring approaches:
 - Where the concern relates to learners, it will be reported to the DSL and will be recorded and responded to in line with relevant policies, such as child protection, acceptable use, and behaviour policies.



- Where the concern relates to staff, it will be reported to the Directors(or Local Authority if the concern relates to the headteacher), in line with our staff behavior/ allegations policy
- Where our monitoring approaches detect any immediate risk of harm or illegal activity, this will be reported as soon as possible to the appropriate agencies; including but not limited to, the emergency services via 999, LADO or West Northamptonshire safeguarding board.

6.3 Information security and access management

- WiEducate is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in, acceptable use policies and/or online safety policy.
- WiEducate will review the effectiveness of our procedures periodically to keep up with evolving cyber-crime technologies.
- Steph Horne and Emma Goodman, are responsible for ensuring that our provision has met the DfE cyber security standards for schools and colleges.

6.4 Remote/Online learning

- WiEducate will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements and any local/national guidance.
- All communication with learners and parents/carers will take place using WiEducate provided or approved communication channels; for example, WiEducate's agreed systems: Provision Mapping.
 - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our WiEducate behaviour policy/code of conduct and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our young person protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)

6.5 Online Safety Training for Staff

- WiEducate will ensure that all staff receive online safety training, which, amongst other things, will include providing them with an understanding of the expectations, applicable roles and their responsibilities in relation to filtering and monitoring, as part of induction.
- Ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. See section 7 for more information.



6.6 Educating learners

- WiEducate will ensure a comprehensive curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. See section 9 for more information.

6.7 Working with parents/carers

- WiEducate will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential benefits and risks and to reinforce the importance of young person being safe online by:
 - Holding parent/carer forums
 - Providing information to parents/carers about online safety
 - Discussing individual learner needs with parents/carers
- WiEducate will ensure parents and carers understand what systems are used to filter and monitor their young person's online use at WiEducate, what their young person are being asked to do online, including the sites they will be asked to access and who from the WiEducate (if anyone) their young person is going to be interacting with online. This is achieved by:
 - Learner e safety agreements
 - Sharing curriculum with parents/carers
 - Acceptable use policy
- Where the provision is made aware of any potentially harmful risks, challenges and/or hoaxes circulating online, national or locally, we will respond in line with the DfE '[Harmful online challenges and online hoaxes](#)' guidance to ensure we adopt a proportional and helpful response.

7. Staff Engagement and Expectations

7.1 Staff awareness, induction and training

- All members of staff have been provided with a copy of part one of the current version of 'Keeping Children Safe in Education' which covers safeguarding information for staff.
 - WiEducate leaders, including the DSL will read KCSIE in its entirety.
 - WiEducate leaders and all members of staff who work directly with young person will read annex B of KCSIE.
 - All members of staff have signed to confirm that they have read and understood the national guidance shared with them.
- It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. All staff are expected to re-read this policy at least annually (and following any updates) to ensure they understand our expectations and requirements.
- All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety, which, amongst other things, will include ensuring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) to ensure they are aware of the WiEducate internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the local safeguarding partners.
- All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) that is updated at least annually, to ensure they are aware of a range of safeguarding issues and how to report concerns.



- Online safety training for staff will be integrated, aligned and considered as part of the whole WiEducate safeguarding approach and wider staff training and curriculum planning.
- In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard young people effectively.
- WiEducate recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis, and staff are encouraged to contribute to and shape WiEducate safeguarding arrangements and young person protection policies.

7.2 Safer working practice

- Our provision takes steps as outlined in this and other relevant policies to ensure processes are in place for staff that promote continuous vigilance, maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.
- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the WiEducate behaviour policy/code of conduct.
- The DSL will ensure that all staff (including contractors) and volunteers are aware of the WiEducate expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).
- Staff will be made aware of the WiEducate behaviour management policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all young people. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant WiEducate policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

7.3 Supervision and support

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a young person's safety or welfare.
- WiEducate will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of young person
 - All staff are supported by the DSL in their safeguarding role.
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- Any member of staff affected by issues arising from concerns for young person's welfare or safety can seek support from the DSL.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.



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8. Safer Recruitment and Allegations Against Staff

8.1 Safer recruitment and safeguarding checks

- WiEducate is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
 - WiEducate will follow Part three, 'Safer recruitment' of Keeping Children Safe in Education and relevant guidance from The Disclosure and Barring Service (DBS)
 - The leadership team are responsible for ensuring that WiEducate follows safe recruitment processes as outlined within guidance.
 - The Director's will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- WiEducate maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- WiEducate are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with young person including convictions, cautions, court orders, reprimands, and warnings.
- Where WiEducate places a learner with an alternative provision provider, we continue to be responsible for the safeguarding of that learner and will need to satisfy ourselves that the provider can meet the needs of the learner.
 - WiEducate will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that our provision would otherwise perform in respect of our own staff.
- Where WiEducate organises work experience placements, we will follow the advice and guidance as identified in Part three of KCSIE.

8.2 Allegations/concerns raised in relation to staff, including supply teachers, volunteers and contractors

- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and the LADO. In depth information can be found within our 'Managing Allegations against Staff' and/or staff behaviour policy/code of conduct policy. This can be found in the policy folder/website.
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with Part four of KCSIE and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of WiEducate from potential false allegations or misunderstandings.
- Where Directors are unsure how to respond, for example if WiEducate is unsure if a concern meet the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding Service.



- In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the Directors (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.
- In the situation that WiEducate receives an allegation relating to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for young person (for example community groups, sports associations, or service providers that run extra-curricular activities), we will follow our safeguarding policies and procedures, including informing the LADO.

8.2.1 Concerns that meet the 'harm threshold'

- WiEducate recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with young person in a school or college. This includes when someone has:
 - behaved in a way that has harmed a young person, or may have harmed a young person
 - possibly committed a criminal offence against or related to a young person
 - behaved towards a young person or young person in a way that indicates he or she may pose a risk of harm to young person
 - behaved or may have behaved in a way that indicates they may not be suitable to work with young person.
- Allegations against staff which meet this threshold will be responded to and managed in line with Part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the Director who will contact the LADO to agree further action to be taken in respect of the young person and staff member. In the event of allegations of abuse being made against the Directors, staff are advised that allegations should be reported to the LADO.

8.2.2 Concerns that do not meet the 'harm threshold'

- WiEducate may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct– this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.
- WiEducate has an open and transparent culture in which all concerns about all adults working in or on behalf of the WiEducate are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the WiEducate are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the WiEducate may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a young person, parent or other adult within or outside of the organisation, or as a result of vetting checks.



crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

- Low-level concerns should be shared confidentially in line with our staff behaviour policy/code of conduct to Steph Horne, Director.
 - Where low-level concerns are reported to WiEducate, the Directors will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
 - The Directors will share concerns and liaise with the LADO enquiries officer
 - Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified
 - If WiEducate is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
 - Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
 - Where a pattern is identified, WiEducate will implement appropriate action, for example consulting with the LADO and following our disciplinary procedures.

a. Safe Culture

- As part of our approach to safeguarding, WiEducate has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.
- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the WiEducate safeguarding regime. The leadership team at WiEducate will take all concerns or allegations received seriously.
- All members of staff are made aware of WiEducate Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a young person at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding young person protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- WiEducate has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a young person, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or



unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

- If these circumstances arise in relation to a member of staff at WiEducate, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO

9. Opportunities to Teach Safeguarding

- WiEducate will ensure that young people are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through work in sessions, 1:1's and project work.
- We recognise that WiEducate play an essential role in helping young people to understand and identify the parameters of what is appropriate young person and adult behaviour, what is 'safe,' to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.
- WiEducate recognises the crucial role we have to play in preventative education. Preventative education is most effective in the context of a whole provision approach which prepares learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- WiEducate has a clear set of values and standards, upheld, and demonstrated throughout all aspects of WiEducate life which are underpinned by our behaviour policy and pastoral support system. Our programme is fully inclusive and developed to be age and stage of development appropriate.
- WiEducate recognise that a one size fits all approach will not be appropriate for all young person, and a more personalised or contextualised approach, tailored to the specific needs and vulnerabilities of individual young person might be needed, for example young person who are victims of abuse and young person with SEND.
- WiEducate systems support young person to talk to a range of staff. All young person will be listened to and heard, and their concerns will always be taken seriously and acted upon as appropriate.

10. Physical Safety

10.1 Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard young people from harm. Further information regarding our approach and expectations can be found in our behaviour policy and is in line with the DfE ['Use of reasonable force in schools'](#) guidance

10.2 Site security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.



- Appropriate checks will be undertaken in respect of visitors and volunteers coming into WiEducate as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- WiEducate will not accept the behaviour of any individual (parent or other) that threatens WiEducate security or leads others (young people or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the WiEducate site.

11 Local Support

- All members of staff in WiEducate are made aware of local support available.
 - **LADO Service**
 - Andy Smith on 07850 854309
 - <http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>
 - **West Northamptonshire Safeguarding board**
 - 0300 126 7000
 - <http://www.northamptonshirescb.org.uk/worried-about-a-child/>
 - **0-19 team**
 - 0800 170 7055
 - <https://www.westnorthants.gov.uk/directory/local-offer/b95e6632-c494-499f-a23a-67c40e6eee10>
 - **West Northants Police**
 - 101 or 999 if there is an immediate risk of harm
 - **Adult Safeguarding**
 - <https://www.northamptonshiresab.org.uk/Pages/default.aspx>
 - 01604 365681



Appendix 1: Categories of Abuse

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a young person. Somebody may abuse or neglect a young person by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another young person or young person. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and young person.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving young person in looking at, or in the production of, sexual images, watching sexual activities, encouraging young person to behave in sexually inappropriate ways, or grooming a young person 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 young person.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)



- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the young person's emotional development. It may involve conveying to a young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young person. These may include interactions that are beyond a young person's developmental capability as well as overprotection and limitation of exploration and learning or preventing the young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing young person frequently to feel frightened or in danger, or the exploitation or corruption of young person. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a young person 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 young person from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking



WIEDUCATE

INSPIRE EMPOWER GROW

- Running away
- Loss of weight or being constantly underweight
- Low self esteem



Appendix 2: Support Organisations

NSPCC 'Report Abuse in Education' Helpline

- [0800 136 663](tel:0800136663) or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Young person: www.actionforyoungperson.org.uk
- Young person's Society: www.youngpersonssociety.org.uk
- Centre of Expertise on Young person Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- Young personLine: www.youngpersonline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Young personhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Young person: <https://councilfordisabledyoungperson.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Young person with Family Members in Prison

- National information Centre on Young person of Offenders (NICCO): www.nicco.org.uk/



Substance Misuse

- We are with you (formerly Addaction): www.wearewithyou.org.uk/services/kent-for-young-people/
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phonenumber: <https://respectphonenumber.org.uk>

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.youngpersonssociety.org.uk/information/professionals/resources/county-lines-toolkit
- Multi-agency practice principles for responding to young person exploitation and extra-familial harm: <https://tce.researchinpractice.org.uk/>

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com
- Kidscape: www.kidscape.org.uk



- Centre of expertise on Young person Sexual Abuse: www.csacentre.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Young personnet: www.youngpersonnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk
- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/



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Issue	Date	Reason for change	Approved by
1.0	February 2023	Creation of policy	Steph Horne
2.0	February 2024	Review of Policy	Steph Horne
3.0	February 2025	Review of Policy	Steph Horne



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