

Safeguarding Children, Young People and Vulnerable Adults Policy and procedures + Prevent

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Safeguarding and promoting the welfare of children

Kinda Education recognises that, under the Children Act 2004, it has a duty and responsibility for making arrangements to ensure all its functions are discharged having regard to safeguarding and promoting the welfare of children/young people in their care – this includes all services directly provided and commissioned by the local authority. Children is anyone up until their 18th birthday, young people are defined anyone aged 14-17.

“Safeguarding and promoting the welfare of children/young people” is defined in Keeping children Safe in Education 2019 as,

- protecting children from maltreatment
- preventing impairment of children’s health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

We have a duty of care and are committed to the protection and safety of adults at risk involved as visitors and as participants in all of our activities both on and off site. We also want to protect and support our staff and volunteers who work or come into contact with these groups.

Safeguarding vulnerable adults definitions

Kinda Education also recognises that under both the Care Act 2015 (revised) and the Mental Capacity Act 2005. it has a duty for the care and protection of adults who are at risk of abuse. It is committed to promoting well being, harm prevention and to responding effectively if concerns are raised. Adults will be included in swift and personalised safeguarding responses

For the purposes of this policy, adult at risk refers to someone over 18 years old who according to paragraph 42.1 of the Care Act 2015 (Revised):

- has care and support needs
- is experiencing, or is at risk of, abuse or neglect
- as a result of their care and support needs is unable to protect himself or herself against the abuse or neglect or the risk of it.
- If someone has care and support needs but is not currently receiving care or support from a health or care service, they may still be an adult at risk

This policy defines how Kinda Education (KE) operates to safeguard those at risk of abuse or neglect.

Persons affected

- All staff, paid and unpaid, this includes volunteers

- All service users and support workers
- All visitors and contractors

Key principles that underpin safeguarding children and young people's work

Safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part

A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Key principles that underpin safeguarding adults work

- Empowerment - People being supported and encouraged to make their own decisions and informed consent
- Prevention - It is better to take action before harm occurs
- Proportionality - The least intrusive response appropriate to the risk presented
- Protection - Support and representation for those in greatest need
- Partnership - Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- Accountability - accountability and transparency in delivering safeguarding

*From Suffolk County Council Safeguarding Adults Policy and Operational Guidance 2015-17

KE Safeguarding policy

Kinda Education is committed to the importance of safeguarding and promoting the welfare of children, young people and vulnerable adults. It has:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a DSL to take leadership responsibility for the Kinda Education safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- clear whistleblowing procedures, which reflect the principles in Sir Robert Francis's [Freedom to Speak Up review](#), and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- arrangements which set out clearly the processes for sharing information procedures, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead for safeguarding, who's role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom KE will permit to work regularly with children, including policies on when to obtain a DBS check;

- appropriate supervision and support for staff, including undertaking safeguarding training;
- ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare;
- all staff should have regular reviews of their own practice to ensure they improve over time in their work with children, young people and families.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Kinda Education will ensure that staff understand

- What they need to do and what they can expect of one another, to safeguard children.
- Core legal requirements, making it clear what individuals and Kinda Education CIC should do to keep children safe.
- The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates.
- That all staff who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children.
- The requirement to share appropriate information in a timely way and to discuss any concerns about an individual child with colleagues and local authority children's social care.
- The necessity to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child.
- The necessity to contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.
- All staff working with vulnerable people are afforded a position of status and authority in relation to service users. Services will be provided in an environment which

lessens the imbalance of power and encourages independence and self advocacy for service users. All working practices will minimise the risk of abuse by being sensitive to individual, gender and cultural needs.

- We recognise that abuse is a symptom of social, institutional and individual discrimination. Disabling attitudes and practices allow for the belief that it is somehow acceptable to treat vulnerable people with little respect and for people not to be informed, consulted, included or empowered in order to exercise choice and take decisions which affect their lives. Preventing discrimination is essential to abuse prevention. We are committed to work within our organisation, the services we provide, and in partnership to promote the rights of service users.
- The importance of capacity, consent and decision making.

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Authors	Mell Harrison and Gina Thompson
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Safeguarding Policy (additional details)

Kinda Education is committed to safeguarding children and young people. This procedure establishes the guidelines to be followed by the Kinda Education staff (paid and unpaid), without exception, for the protection of service users from abuse. All children and vulnerable adults have a right to protection and their welfare is paramount.

Persons affected

This procedure affects all staff members, paid and unpaid (this includes volunteers).

Responsibilities

The responsibilities for dealing with safeguarding lie with the following:

All members of staff (paid and unpaid) are required to report any suspected abuse and be aware of the appropriate reporting and support procedure for safeguarding.

The Safeguarding Officer(s) will discharge their safeguarding functions in a way that ensures that children are safeguarded from harm, and promotes their welfare. They are responsible for following up any suspected reports of abuse and for informing the Police or other appropriate external bodies.

The Directors are responsible for supervision of these activities.

Definitions of abuse

Physical abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate... It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving high levels of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions from Keeping Children Safe in Education, 2019

Additional areas of concern

Peer on peer abuse

In most instances, the conduct of pupils towards each other will be covered by the behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school is clear that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Peer on peer abuse can manifest itself in many ways and may include sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as youth produced sexual imagery), initiation/hazing type violence and rituals.

Any incidents of serious peer on peer abuse will be managed with measures to minimise the risk of peer on peer abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episode, when the victim may have been trafficked or the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

1 [National crime agency human-trafficking](#)

- psychological
- physical
- sexual
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC-UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheet usefully summarises the new duties. [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases homelessness will be considered in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have just published joint

statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

So-called ‘honour-based’ violence (including Female Genital Mutilation and Forced Marriage)

So-called honour-based violence (HBV) 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

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FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for staff to see visual evidence and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

2 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the staff member has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the staff member does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a safeguarding approach.

Extremism⁴ is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Other forms of extremism can call for the breakdown of public order, the denial of individual choice or denial of freedom for those of different ages, disabilities, gender, race, sex or sexual orientation as well as religion. This also includes calling for the death of members of the armed forces.

³ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

⁴ As defined in the Government's Counter Extremism Strategy

Radicalisation⁵ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty and Chanel Program

All education establishments are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism⁶". This duty is known as the Prevent duty.

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The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerns with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel Guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

5 As defined in the Revised Prevent Duty Guidance for England and Wales

6 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

7 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Kinda Education is committed to promoting and reinforcing British values and identifying extremism.

Everyone living in Britain has a responsibility and duty to protect each other from the threat of suffering extremist abuse or harm.

Who is at risk?

At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

How to respond

Staff are expected to consult the Prevent responsible person if they have any doubt or concerns regarding individuals or groups, in KE this is Mell Harrison, a Director, to ensure the appropriate action is taken.

Remember; The Prevent duty is not intended to stop staff or learners debating controversial ideas.

However, if learners or staff make comments which could be regarded as extremist all staff and learners should be challenged to:

- To think more critically and consider whether the information they have is accurate and full
- To consider whether they have received a partial and/or unsustainable interpretation of evidence
- To consider alternative interpretations and views of others

Seek advice if you are concerned that someone is expressing extremist views or may be vulnerable to radicalisation in any form

Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

RECOGNISING POSSIBLE CHILD/YOUNG PERSON ABUSE

The following behavioural signs may be indicators of child/young person abuse, but care should be taken in interpreting them in isolation.

Physical signs

- Any injuries, bruises, bites, bumps, fracture, etc. which are not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.

- Injuries which appear to have been caused by a weapon e.g. cuts, welts, etc.
- Injuries which have not received medical attention.
- Instances where children/young people are kept away from the group inappropriately or without explanation.
- Self-mutilation or self-harming e.g.. cutting, slashing, drug abuse.

Emotional signs

Changes or regression in mood and behaviour, particularly where a child/young person withdraws or becomes clinging. Also depression/aggression.

- Nervousness or inappropriate fear of particular adults.
- Changes in behaviour e.g., under-achievement or lack of concentration, inappropriate relationships with peers and/or adults e.g., excessive dependence attention-seeking behaviour.
- Persistent tiredness, wetting or soiling of bed or clothes by an older child.

Signs of neglect

- Regular poor hygiene
- Persistent tiredness
- Inadequate clothing
- Excessive appetite
- Failure to thrive e.g. poor weight gain, consistently being left alone and unsupervised

Indicators of possible sexual abuse

- Any direct disclosure made by a child/young person concerning sexual abuse.
- Child/Young person with excessive preoccupation with sexual matters and detailed knowledge of.
- Adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Preoccupation with sexual activity through words, play or drawing.
- Child/Young person who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Other emotional signs (see above) may be indicative of sexual or some other form of abuse.

Kinda Education Safeguarding procedures

Overview

- Kinda Education has a commitment to keeping children, young people and adults safe and safe guarding is consistently referenced in all our key policies, procedures, website and appropriate documents.
- Kinda Education communicates its safeguarding policies and procedures to all staff. This is done as part of induction and during supervision for relevant roles. Policies and procedures are available on the staff shared drive- 'Base camp' under 'Policies and Procedures: Safeguarding.'
- Kinda Education communicates its safeguarding policies and procedures to all staff and relevant stakeholders, including the children and young people we support through its website, staff and documentation. Safeguarding updates on practice or referral routes etc is a standing item on management team meeting agendas.
- Kinda Education communicates its safeguarding policies and procedures to its Directors as part of a standing committee agenda item at meetings.

Reporting of Safeguarding concerns to KINDA EDUCATION safeguarding leads

All actual/suspected abuse must be reported in confidence to the Safeguarding Lead, below. Concerns must be reported where possible on the same day the concern arises or as soon as possible and must be followed up in writing within 24 hours. If the concern is urgent and a child is at significant risk of harm do not allow a delay in contacting Child Protection Services if you cannot contact the Safeguarding Lead.

Responsibilities of the KINDA EDUCATION Safeguarding OFFICER(s)

This role will work closely with the KE Directors. The Lead Safeguarding Officer's role is to support other staff to recognise the needs of children, including identifying and responding to possible abuse. The role will be given sufficient time, funding, supervision and support them to fulfil their child welfare and safeguarding responsibilities effectively

They will discharge their safeguarding functions in a way that ensures that children are safeguarded from harm, and that promotes their welfare.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the SSP multi agency referral form (MARF) ([available on](#)

the SSP website).

8

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should call Customer First immediately and then complete the SSP MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

In the case of allegations made against The Kinda Education Staff (including volunteers) the Safeguarding Lead will work with the LADO and must follow local Suffolk County Council/ LSCB procedures. In cases of actual or suspected abuse by a member of The Kinda Education staff via the Safeguarding Lead and in consultation with the Local Authority designated officers LADO will ensure the Police and/or other statutory bodies like Social Services are informed as appropriate. The victim must be protected from further abuse while the Police/ external agencies conduct their own investigation.

If not already aware any allegation must be reported to the Safeguarding Lead unless the Safeguarding Lead is the alleged perpetrator, in that situation the report will be made to the Kinda Education External Safeguarding Lead. The Directors will be informed immediately.

Any information held will be in accordance with the GDPR and Privacy Policy. Electronically or in hard copy it will be held securely in a password protected document or sealed envelope in a secure, locked cabinet/drawer. Any electronic database used for recording and reporting abuse internally will protect the identity of the child and use an identifying code rather than the name to ensure confidentiality.

VERIFICATION

The DSL will forward statistical data to the Directors showing a breakdown of numbers of reported cases and where they have been referred to.

Responsibilities of the Directors

The Directors will support the management and staff team in the organisation, including the Safeguarding Lead Officer, in managing safeguarding. They provide an important mechanism for critically evaluating the information presented by the management team, and, where necessary, challenging and checking it out.

To ensure that Kinda Education is taking steps to safeguard and take responsibility for the children with whom it works and is acting in their best interests it will do the following. Take

8 N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

reasonable steps to prevent harm to them, assess and manage risk, ensure safeguarding policies and procedures are in place with ongoing monitoring and reviewing of these policies, ensure that safeguards are implemented and effective. The Kinda Education team will always respond appropriately to allegations of abuse

REVISION HISTORY - The Directors will review this procedure annually or as and when there are changes in legislation.

Flowchart for referral for actual or suspected abuse

Concerns

Suspicion/allegation of abuse by: child disclosure, observation,

RECORD Sign



Consult

If appropriate, speak with the Safeguarding Officer.

All can speak informally with Children and Young People's Services

IMPORTANT: Any consultation should not delay a referral

RECORD Sign



Action

DO NOT INVESTIGATE

Refer to Children and Young People's Services and/or Police. You or the Safeguarding Officer should make the referral. Parents and carers should be advised that you are doing this unless this might put the child at risk or cause

RECORD Sign and Date



Confirm

DO NOT INVESTIGATE

RECORD Sign



Commitment

You may be required to provide other information, as required

RECORD Sign

Contact Suffolk Safeguarding partnership Customer First 0808 800 4005 or police on 999 if an emergency

If you would like to discuss whether or not a referral is required, please call the Professional Consultation Line on 03456 061 499 to speak with a MASH social worker

Recording Form for Safeguarding Concerns

(must be hand-written)

Name of person making the disclosure Date of Birth Address

Your name and position in organisation

Nature of Concern/Disclosure

Remember to only record factual information. DO NOT add your own opinion

Was there an injury? Yes / No
Yes / No

Did you see it?

Describe the injury:

Have you filled in a body map to show where the injury is and its approximate size? Yes / No

Is the concern about sexual abuse? Yes / No

If Yes, what are the indicators?

Was anyone else with you? Yes / No Who?

Where were you?

Has this happened before? Yes / No

Did you report the previous incident? Yes / No

Whom/Date:

Who are you passing this information on to?

Name:

Date: Time:

Your signature:

Date:

Print Name:

Time:

Body Map

(This must be completed at time of observation)

Name of Pupil

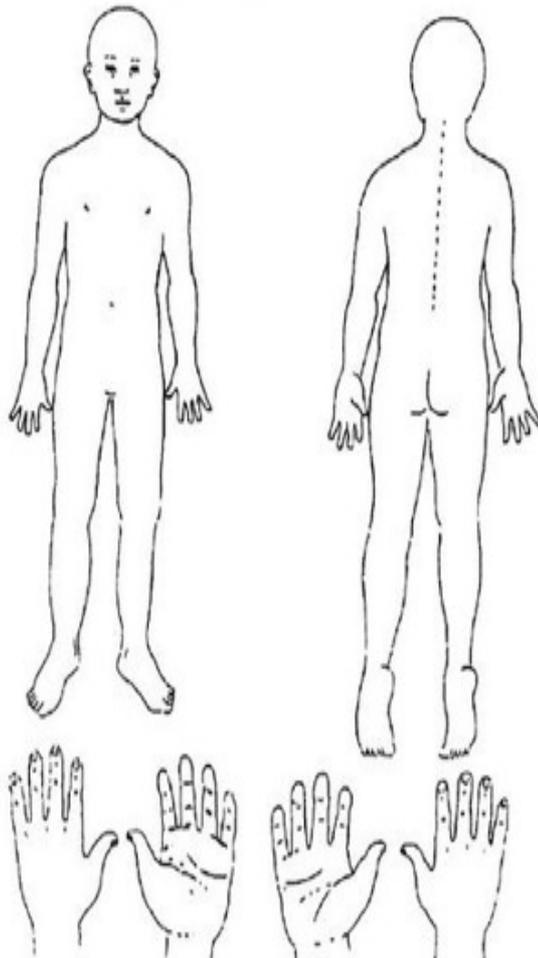
Date of birth

Name of staff

Job title

Date and time of observation

The child must **not** be examined in order to complete these and should be referred to a paediatrician if there are any suspicious marks.



Children's social care Referrals forms

Referral to children's social care services should be made using the Multi agency referral Form (MARF) can be found here <https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/marf#h1>

All professionals making telephone referrals to Suffolk's children's social services (including via Customer First) MUST confirm this in writing within 24 hours. If you are worried about the immediate safety of a child/young person and cannot contact a Safeguarding Officer call the police on 999.

Your report must be accurate and where possible use the child's exact words if they disclosed the information to you, not your own.

The report must be signed and dated (include the year). Ensure the form is emailed safely following the directions on the form and send a copy to the Kinda Education Safeguarding Lead in the same manner marked "Confidential SG"

Good practice Procedures for Minimising Risk

Plan the work of the group to minimise situations where the abuse of children and/or young people may occur

Arrange that an adult is not left alone with a child or young person where there is little or no opportunity of the activity being observed by others. This good practice can be as much benefit to the adult as to the child or young person.

Ensure that all staff, paid and unpaid, who work with children and young people do not meet one of the children or young people outside designated the Kinda Education premises without a parent or other adult being present.

Always have at least two adults present with a group, particularly when it is the only activity taking place on the Kinda Education premises. OFSTED recommends that the following number of adults should be present when working with children. If there are not enough leaders, the event should not take place.

- Age 0 - 2: 1 adult to 3 children
- Age 2 - 3: 1 adult to 4 children
- Age 4 - 8: 1 adult to 6 children
- Age 9 - 12: 1 adult to 8 children
- Age 13 - 18: 1 adult to 10 children.

However, these are just general recommendations in addition we must always ensure appropriate ratios of leadership to children and young people are observed according to age and gender and reflect the needs identified in the risk assessment for the activity and the group of children and young people involved.

Consent forms including medical details should always be used for children and young people attending the activity and should be readily available during the activity.

Never take a group off the premises with fewer than two adults. Consent forms including medical details should always be used for specific outings or activities outside the Kinda Education premises.

As it is good practice to keep a record of each activity/session these will be used. This record should include a register of children and staff and details of any significant incidents.

Always keep a register with the address and contact phone number of every child. These records are to be kept securely, in line with the Data Protection policy.

All staff working with children or young people will be subject to a DBS enhanced check. While waiting for a DBS check to arrive the person will never be left alone with children unsupervised.

Any photography or filming of children and young people at the Kinda Education activities will be subject to the photography and filming policy detailed in GDPR Policy document

How to react when a child wants to talk about abuse

- General points
- Take seriously what the child/young person says (however unlikely the story may sound)
- Keep calm
- Look at the child/young person directly
- Be honest
- Let them know you will need to tell someone else – don't promise confidentiality
- Reassure them they are not to blame for the abuse
- Be aware that the child/young person may have been threatened
- Never push for information
- Ask questions for clarification only; avoid asking questions that suggest a particular answer

Helpful things to say or show

- Show acceptance of what the child/young person says
- "I am glad you have told me"
- "It's not your fault"
- "I will help you"

Avoid saying

- "Why didn't you tell anyone before?"
- "I can't believe it"
- "Are you sure this is true?"
- Never make false promises
- Never make statements such as "I am shocked!", or "don't tell anyone else"

Concluding

- Reassure the young person that they were right to tell you and that you take them seriously
- Let the young person know what you are going to do next and that you will let them know what might happen
- Immediately report the matter, as per procedures.

Allegations Management : Allegations of abuse or malpractice against a member of staff (including volunteers)

It is essential that any allegation of abuse made against a person who works with children and young people including those who work in a voluntary capacity are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. The framework for managing allegations is set out in Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2018, and Safeguarding Children and Safer Recruitment in Education 2011.

The framework for managing cases set out in this procedure applies to a wider range of allegations than those in which there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

It also caters for cases of allegations that might indicate that the alleged perpetrator is unsuitable to continue to work with children in their present position, or in any capacity. This may be due to concerns about the persons conduct in their personal or professional life that might indicate their unsuitability to work with children. It should be used in respect of all allegations that are consistent with the guidance in Working Together i.e. cases in which it is alleged that a person who works with children has:

behaved in a way that has harmed, or may have harmed, a child
possibly committed a criminal offence against, or related to, a child; or
behaved in a way that indicates s/he is unsuitable to work with children.

In compliance with the Local Safeguarding Board's Allegations Management guidance, the following procedures will be followed;

Reporting procedure for Allegations

If the allegation is against a Kinda Education member of staff the allegation must be reported immediately, at least within one working day, to the Kinda Education Safeguarding Lead. If the allegation is against the Safeguarding Lead then the allegation must be reported to the Kinda Education External Safeguarding Lead. The Kinda Education Safeguarding Lead/or External must then report the allegation to the Local Area Designated Officer (LADO) on the same day.

Contact details for LADO's 0300 123 2044

Email: LADO@suffolk.gov.uk

Please see embedded guidance from the Suffolk Safeguarding Board regarding Managing allegations for full details.

Initial consideration

The LA Designated Officer (LADO) will discuss the matter with the Kinda Education Safeguarding Officer and, where necessary, obtain further details of the allegation and the cir-

cumstances in which it was made. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded.

If the allegation is not patently false and there is cause to suspect that a child or young person is suffering, or is likely to suffer, significant harm, the LA Designated Officer should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion should also involve the employer.

Action following initial consideration

Where the initial evaluation decides that the allegation does not involve a possible criminal offence, it is dealt with by the Kinda Education Safeguarding Officer or Director. If the nature of the allegation does not require immediate formal disciplinary action, appropriate action should be instituted within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days. Where further investigation is required to inform consideration of disciplinary action, the Safeguarding Officer or Chair will discuss who will undertake that investigation with the LA Designated Officer. In some settings and circumstances, it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the Kinda Education or the person's line manager to ensure objectivity. The investigating officer should aim to provide a report to the employer within 10 working days.

On receipt of the report of the disciplinary investigation, the Safeguarding Officer or Chair should decide whether a disciplinary hearing is needed within two working days, and if a hearing is needed it should be held within 15 working days

Suspension

The possible risk of harm to children posed by an accused person needs to be managed and evaluated. The evaluation will be in respect of the child/ren involved in the allegation and any other children in the individual's home, work or community life. In some cases it will require consideration to be given to the use of suspension for the person involved in the allegation. This may be until the matter is resolved

A Kinda Education member of staff must not be automatically suspended without careful thought and consideration of the circumstances of the allegation. In making the decision, the Safeguarding Officer must consider whether the person should be suspended from contact with children for the duration of the investigation, or until resolution has been reached. In any case, alternatives to suspension should be explored and advice sought from the LA Designated Officer.

If the allegation has been referred and a strategy meeting is to be convened, it will be a task of the strategy meeting to consider the facts of the allegation, and although a senior manager of The Kinda Education cannot be directed to suspend, they will be supported in making the decision. This should be done after the views of the designated senior named officer from the police and Area Safeguarding Manager have been canvassed.

If the allegation is reported to a the Kinda Education staff member against a member of staff (including a volunteer) of another organisation or agency then the member of the Kinda Ed-

ucation staff should consult with the Kinda Education Safeguarding Officer and agree who should contact the LADO. However, if any delay in this procedure is likely to put a young person at risk of significant harm then the Kinda Education the member of staff should contact the LADO directly.

IDENTITY AND TRANSPARENCY

To protect all children and young people attending our programmes regardless of the location, it is essential that any adult present is identifiable as to their status. It is essential that ALL visitors fill in the visitors book and wear a visitors badge. All adults must have the discipline to challenge anyone who is not identifiable, even if they are aware of who they are.

Exempt

A small number of people attend location for a minimal amount of time, these include taxi drivers, delivery drivers, parents, or enquiring visitors. This also includes members of the public who may be visiting or passing through an environmental area of work. In general, these visitors would not be expected to stay on site for longer than 30 minutes and would engage with a member of staff within 5 minutes of arriving. If the 30 min period is extended the member of staff would be expected to request they sign in and wear a Visitor badge.

For ALL others, the following identification process is to be enforced;

Staff – Each member of staff is known to all the participants and other staff members

Participants will be required to hang their name badges up on the ‘ who is in the woods’ board as they arrive each morning and leave each night.

Common Assessment Framework (CAF) Procedure

The Common Assessment Framework (CAF) is a tool that any professional working with children, young people and their families can use to help them identify unmet additional needs. It is intended to be used to support the development of relationships with families and early intervention when it is needed.

CAF is used when we alone are unable to meet all the identified needs and it is necessary to refer a child with whom we are working to another agency for support. In some cases it may be difficult to establish exactly what the needs are, or how those needs will be met.

Consent from family/young person is required, CAF can only be used when the child or young person and family are happy to work alongside professionals to meet the child’s needs.

If a Kinda Staff member believes they have reason to complete a CAF form they should consult with their line manager prior to making that referral.

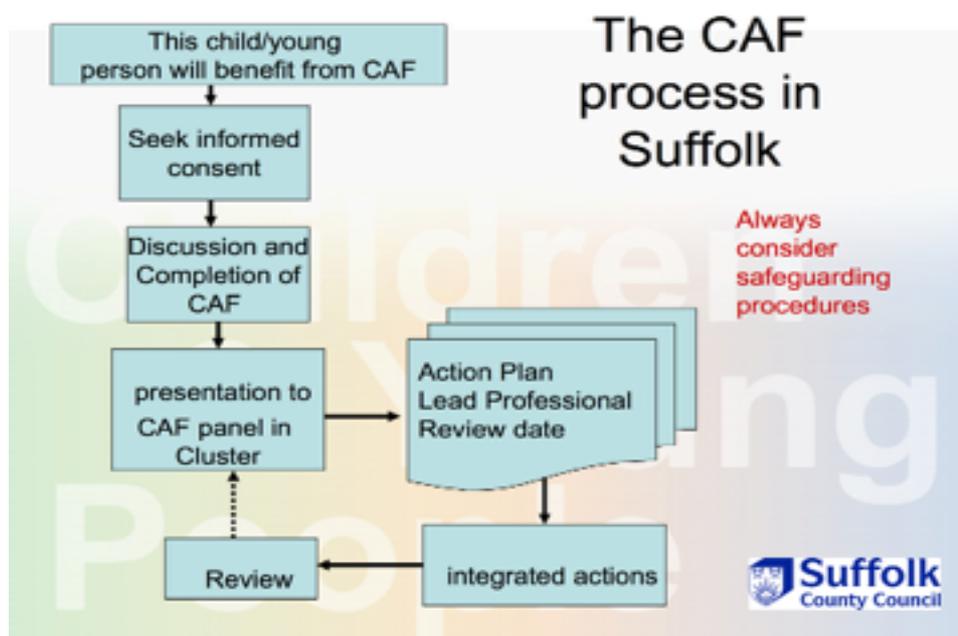
Please read “Meeting the needs of children and families in Suffolk: Social Care and Common Assessment Framework thresholds guidance”.

Referring a child to CAF

Completed CAF paperwork will form the referral and should be passed immediately to:

CAF Administration
Suffolk County Council
c/o The Integrated Access Team
3rd Floor, Landmark House,
Ipswich IP1 5PF
Tel: 01473 263210 Fax: 01473 263280

The consent of the family for this referral and their consent to share information should be obtained unless to do so would put an individual at risk or there are compelling legal reasons.



Children in Need (CIN) procedures

This procedure focuses on children “in need” as defined in Section 17 of the Children Act 1989. It is recognised that many children and families have needs that do not fall within this definition. The Common Assessment Framework provides the opportunity for individual agencies and professionals to identify such needs and provide services for children and families at the appropriate level.

Section 17 Children’s Act - This guidance applies to every child “in need” as defined in Section 17 of the Children Act 1989:

“A child shall be taken to be in need if:

- a) he is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority, and
- b) his health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services, or
- c) he is disabled”.

This is a high threshold and requires that a child be considered to be a Child “in need” only if their health or development is likely to be significantly impaired.

Definition of Child In Need

The following guidance aims to assist professionals and parents to interpret the legal definition of a child “in need” and to help achieve consistent expectations about when an Initial Assessment will be done.

These descriptions identify the sort of situations which may indicate that a child is “in need”. They are simply for guidance, and are not intended for use as threshold criteria or as a means of establishing priority for attention. Threshold decisions are professional judgements to be made solely on the basis of the legal definition of a child “in need”. Ultimate responsibility for decision making lies with Social Care Manager in Children’s Social Care.

1. Abuse and neglect

Extra-familial abuse may, of course, mean that a child becomes “in need”. It should only be dealt with under “child protection” procedures when it gives rise to “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm” in terms of abuse or neglect.

If there is “reasonable cause to suspect actual or likely significant harm” in terms of abuse or neglect as defined in Working Together, such concerns must be dealt with under Child Protection procedures. See section 4.1

2. Family Dysfunction

Where parenting capacity is chronically inadequate, and parents do not consistently provide basic care, emotional warmth, stimulation, guidance, boundaries, or stability in relationships.

These concerns will require a response under child protection procedures if they give rise to “reasonable cause to suspect actual or likely significant harm” in terms of abuse or neglect as defined in Working Together. If that threshold is not met, a child “in need” response will invariably be appropriate.

3. Children with Disability

Children with a disability are defined by Section 17 of the Children Act 1989 as being “in need”. They, and their families, may require services in respect of needs that are directly related to their disability. But they may also have needs that arise for other reasons.

If there is “reasonable cause to suspect “that they are suffering or likely to suffer significant harm in terms of abuse or neglect” these must be dealt with under child protection guidance. Otherwise child “in need” guidance applies to children with disability as for any other child in need.

The severity of a disabled child's needs may impact significantly on the parent's ability to care for other children in the family. It may therefore be appropriate to consider the siblings of disabled children as children in need under these procedures.

4. Absent Parent

Where a parent has died, or is in prison, or has effectively abandoned a child – or where the child is an unaccompanied asylum seeker. This group does not include children whose needs arise from other adverse family circumstances or poor parenting.

5. Socially Unacceptable Behaviour

Where a child's behaviour is having a significant detrimental effect on the community or family life – including children who are offending or are at risk of offending. This group may include children who are at risk in terms of truancy, sexual activity, drug misuse, alcohol misuse, or fire-setting – though the possibility of these behaviours being associated with abuse or neglect should be considered.

6. Family in Acute Stress

Where a parent is normally able to provide adequate care and meet their child's needs, but has difficulty in doing so because of family circumstances and environmental factors. For example: loss of employment, homelessness, separation, or bereavement.

7. Low Income

Where income is so low as to have a significant impact on a child's health and development, for example, where a family's circumstances are such that their income is below standard state entitlement. This may include asylum seeking families or young people moving toward independence.

Children and young people who, for whatever reason, are living apart from their immediate families in the community and being supported under Suffolk's Family and Friend's policy is included in this.

Consent to referral

Consent of parents, and of children and young people (according to their age and understanding), and joint working are highly desirable because honesty and openness is likely to enable effective partnership working and better outcomes.

However, the absence of consent to referral and inability or unwillingness to work jointly must not be barriers to referral for Initial Assessment, nor to intervention for children "in need". It is important to keep a clear record of why consent is not sought, or withheld, or not available.

Consent to sharing information

Parental consent should always be sought to share information unless there is reason to believe that to do so would place a child at risk of further harm, or if their health or development are likely to be significantly impaired because consent is refused.

There is an underlying assumption that work with children “in need” and their families should be undertaken in a spirit of partnership with the objective of enabling parents to take responsibility in addressing concerns for their child.

If a Staff member believes they have reason to report a Child in Need they should immediately consult with the Safeguarding Lead prior to making a referral, unless they believe any delay in reporting that will result in significant harm to a child or young person.

Reporting procedures for CIN

Practitioners who have a concern about a child’s welfare have a professional responsibility to determine whether their concern seems likely to meet the threshold for action by Children’s Social Care under either Child In Need or Child Protection guidance, or whether it can appropriately be referred to the CAF process.

All referrals to Children’s Social Care should be made through Customer First, not via the CAF process.

Send CAF pages 1-9 to Customer First to request further assessment by CYP Social Care Services (SCS)

Professionals should consult with colleagues in Children’s Social Care to explore the issues about which they are concerned if they are in doubt about whether a referral is appropriate. Such consultation should not be regarded as constituting a referral. A Social Care Manager makes the decision whether to carry out an initial assessment.

Lead professional

Child In Need Meetings should always agree who is to be the Lead Professional. This may be the Social Worker, but it may be appropriate for some other professional to take this role. This applies to complex and non-complex circumstances.

The Lead Practitioner is responsible for ensuring that information is appropriately shared, and that everyone involved understands both the nature of the concerns, the outcomes required, and what is in the plan. They should also convene and run the Core Group, and be responsible for convening future Child In Need Meetings to review progress.

Refer to CAF pathway flowchart and CAF consent process flowcharts for details.

Whistleblowing

The CIC recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

A whistleblower is a person who raises a genuine concern. If employees have any genuine concerns related to suspected wrongdoing or danger affecting any of our activities (a

whistleblowing concern). Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the Kinda community) raises a concern about danger or illegality that affects others within the organisation. This concern may be located in the actions of another staff member.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the CIC's safeguarding arrangements. The CIC would wish for everyone in the Kinda community to feel able to report any child protection/safeguarding concerns through existing procedure, including the whistleblowing procedure adopted by the Directors where necessary.

Directors should make notes of the discussions with the employee. The employee's letter and/or senior manager's notes should make it clear that the employee is raising the issue via the whistle-blowing procedure and provide:

- the background and history of the concerns; and
- names, dates and places (where possible); and
- the reasons why the employee is particularly concerned about the situation.

In some cases, it may be possible to resolve the concern(s) simply, by agreed action or an explanation regarding the concern(s), without the need for further investigation. However, depending on the nature of the concern(s) it may be necessary for the concern(s) to:

- be investigated internally;
- be referred to the police;
- be referred to the external auditor;
- form the subject of an independent inquiry.

However, for members of staff who do not feel able to raise concerns internally, there is an NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

Kinda Education Bullying Policy

Kinda Forest school is committed to providing a supportive, caring and safe environment in which all children are free from fear of being bullied. We take bullying and its impact seriously. Bullying of any form is not tolerated, whether carried out by a child or an adult. Anyone who knows bullying is happening is expected to tell a Kinda facilitator. All Kinda facilitators are aware of our position on bullying.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. A clear account of the incident will be recorded and the behaviour policy implemented. All facilitators will be informed so close monitoring of the victim and the bully can begin. Parents of both parties will be informed.

What is Bullying

We recognise many children and young people experience conflict in their relationships with other children/young people and at Kinda Forest School we are committed to developing empathy and the skills to manage relationships in a peaceful and kind way that does not harm others

At Kinda Forest School our definition of bullying is, 'The repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Bullying is unacceptable. At Kinda Forest School we will respond promptly and effectively to reported incidents of bullying.

At Kinda School....

- Everyone has the right to be treated with respect.
- Everyone has the right to feel happy and safe.
- No one deserves to be a target of bullying.
- Individuals who bully need to find different approaches to their behaviour.

National research has shown some children are particularly vulnerable to bullying, including children with SEND, looked after children, pupils from minority groups or faiths, young carers, LGBT pupils and those perceived to be LGBT

Types of Bullying behaviour

- Emotional – being unfriendly, excluding, tormenting, threatening
- Verbal – name calling, sarcasm, spreading rumours, teasing, using derogating language.
- Extortion – demanding money/goods with threats.
- Online – social media, messaging, calls, misuse of photos/videos.
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact, sexually abusive comments.
- Homophobic/Bi-phobic – bullying because of sexuality or perceived sexuality.
- Transphobic – because of gender identity/perceived gender identity

Preventing Bullying

We believe prevention is the responsibility of the whole of the Kinda Forest School community.

At Kinda Forest School we do this by...

- Involving the whole community in our policy.
- Using times for discussion to ensure children understand the difference between relational conflict and bullying.
- Building a positive ethos respecting all types of difference.
- Creating a happy and safe environment where positive relationships are celebrated.
- Working to develop empathy, social skills and emotional intelligence within our community.
- Considering safeguarding and reporting concerns to the DSL

- Provide assurances to a child that raises concerns they will be listened to and action taken.
- Provide clear messages bullying must stop
- Work with both parties to find solutions. Work to identify how to prevent recurrence. Implement behaviour policy.
- Raising awareness of online bullying.
- Offering additional training to facilitators.

Reporting Bullying

At Kinda Forest School children are encouraged to talk to facilitators if they are unhappy or have concerns. This includes any bullying that is taking place outside of Kinda Forest School meeting times. If children raise a concern, Kinda facilitators must LISTEN and BELIEVE.

Responding to Bullying

Secure the safety of the target of bullying concerns and report to DSL if required. action will be taken	Consider safeguarding Assure child they have been listened to and
Take action to stop bullying from happening again clear message it must be stopped. Work with both parties to find solutions and identify ways to prevent recurrence.	Consider who is involved, send
Whole group reflection	Reflect and learn from the incident. Consider discussion of bullying issues with whole group

On a regular basis, we give children the opportunities to discuss how happy and safe they feel at Forest School. We do this through discussion around the fire and individually recorded reflections.

All facilitators will fill out a behaviour report form (see Behaviour Policy) when dealing with incidents of bullying.

Information for Parents/Carers or Referrers

- If any Parent/Carer has a concern, they should speak to a Kinda Forest School facilitator immediately.
- Kinda Forest School will work with parents/carers to ensure bullying is stopped and that support is given where needed.
- Parents/Carers should not confront the bully or their Parents/Carers. This can complicate the situation and distress the victim.
- Kinda Forest School will deal directly with all children involved in the incident and their Parents/Carers. Everyone involved will be informed of any action taken.
- If Parents/Carers feel their concern has not been appropriately addressed they should follow the Complaints Procedure.

All members of Kinda Forest School, including facilitators, Parents/Carers and visitors, are expected to treat everyone with kindness, dignity and respect at all times. This includes face to face and online/telephone contact.

Recruitment policy, Safer Employment Practices

Kinda Education follows the Government's recommendations for the safer recruitment and employment of staff who work with children.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2019), the Directors prevent people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements. Personal ID will be requested and recorded, and visitors will be required to wear a name badge.

Kinda Education works with external agencies where appropriate including inter-agency working on the part of the DSL. As part of carrying out safe recruitment procedures under KCSIE September 2019, members of staff at the Forest school including part-time staff, temporary staff, volunteers, and visiting staff are subject to the necessary Statutory Child Protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. An enhanced DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Staff may not work unsupervised with children until a DBS check is obtained. Alternatively, if the applicant has subscribed to it and gives permission, Kinda Education may undertake an online update check through the DBS Update Service. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the Forest school children at Kali Woods or on another site. If the DBS has not been received prior to the member of staff's start date, Kinda education would risk assess against the need for the member of staff to start work or whether this can be delayed until the certificate has been received. Where an individual is to start work before the DBS disclosure is received the appropriate Safeguarding control measures will be assessed and agreed by the individual and reviewed every two weeks. Where there has been a break in service for three months or more the member of staff is subject to further DBS checks including barred list. All staff including volunteers are required to apply for a new DBS check once it expires

VOLUNTEERS

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Under no circumstances must a department or member of staff bring in a volunteer without discussing this first with Directors and DSL. Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in educational settings, will be in regulated activity. Kinda Education will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, Kinda Education may

conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns. There are certain circumstances where Kinda Education may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity. This is set out in DBS workforce guides, which can be found on GOV.UK. Employers are not legally permitted to request barred list information on a supervised volunteer as they are not considered to be engaged in regulated activity. Kinda Education will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check; and Details of the risk assessment should be recorded. .

It is for education establishments to determine whether a volunteer is considered to be supervised. In making this decision, and where an individual is supervised, to help determine the appropriate level of supervision schools must have regard to the statutory guidance issued by the Secretary of State. This guidance requires that, for a person to be considered supervised, the supervision must be:

- by a person who is in regulated activity;
- regular and day to day; and
- “reasonable in all the circumstances to ensure the protection of children.”

The DBS cannot provide barred list information on any person, including volunteers, who are not in, or seeking to engage in regulated activity

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary staff, visiting staff, volunteers and contract staff working for Kinda Education, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL and, if required, to the main points of local procedures of Suffolk County Council Safeguarding or, in certain circumstances, the Police.

Training in Child Protection and Safeguarding, including Prevent is an important part of the induction process. Induction training includes:

- The Kinda Safeguarding Policy, including Prevent
- The identity and role of the DSL and Deputies

- The Kinda Behaviour Policy
- The Whistleblowing Policy (in Safe Guarding)

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriages and female genital mutilation. Training on the early help process and process for making a referral to Children's Social Care and for statutory assessments that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant practitioners. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected. All new staff must read and sign to confirm that they have read the relevant policies. Temporary staff and volunteers will be provided with the same or equivalent information. The DSL and all staff receive appropriate Safeguarding and Child Protection training which is regularly updated. In addition, the DSL and all staff receive Safeguarding and Child Protection updates as required (for example, via e-mail and staff meetings) The Directors keep a record of all statutory and non-statutory safeguarding training for DSLs and training for all staff.

Date of implementation	01/09/18. Reviewed Annually
Last Review	Mell Harrison and Gina Thompson 10/1/20
Date of next review	10/01/21