

# SG01: Safeguarding policy and procedures

If you are referring to this document because you have an urgent Safeguarding concern and want to know what to do next please go straight to to p18 - 'Course of action for staff if they suspect neglect or abuse or have other safeguarding concerns'.

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## **Key Safeguarding contacts**

Please use the phone or face-to-face communication (not email) where at all possible. Any emails should be headed: 'IMPORTANT: Safeguarding concern'.

### **Linacre contacts**

#### ***Linacre Designated Safeguarding Lead ("DSL")***

Paul Coupar-Hennessy, Executive Director ([pcoupar@linacreinstitute.org](mailto:pcoupar@linacreinstitute.org); 07961 844 756)

Most recent Safeguarding training: June 2018

Most recent 'Lead person' Safeguarding training: June 2018

#### ***Linacre Deputy Designated Safeguarding Lead ("DDSL")***

Richard Kowenicki, Trustee ([rkowenicki@linacreinstitute.org](mailto:rkowenicki@linacreinstitute.org); 07818 802 280)

Most recent Safeguarding training: June 2017

Most recent 'Lead person' Safeguarding training: June 2017

#### ***Linacre Safeguarding Trustee***

Pippa Dodgshon, Trustee ([pdn@hallcrossacademy.co.uk](mailto:pdn@hallcrossacademy.co.uk); 07925 241 414)

Most recent Safeguarding training:

Most recent 'Lead person' Safeguarding training:

### **Designated safeguarding leads at our partner schools**

#### **Ashington Academy**

Susan Bell

[sue.bell@ashingtonacademy.co.uk](mailto:sue.bell@ashingtonacademy.co.uk)

Work - 01670 812166 Extension 3205

Mobile - 07979761706

#### **Burnside Business and Enterprise College**

Will Hedley

[w.hedley@burnsidecollege.org.uk](mailto:w.hedley@burnsidecollege.org.uk)

07791 758288

#### **Chapelton Academy**

Amanda Southworth

[asouthworth@chapeltonacademy.com](mailto:asouthworth@chapeltonacademy.com)

0114 245 4803

#### **Hall Cross Academy**

James Harris

hja@hallcrossacademy.co.uk  
07872 862 740

**Netherthorpe School**

Natalie Connolley  
n.connelley@netherthorpe.derbyshire.sch.uk  
01246 472220

**Ossett Academy**

Gayle Rowe  
[grow@ossettacademy.co.uk](mailto:grow@ossettacademy.co.uk)  
01924 232820

**Penistone Grammar School**

Adam Gillett  
agillett@penistone-gs.uk  
01226 762114

**Wales High School**

Joanne Ward  
jwa@waleshigh.com  
01909771291

**Children's Social Care Services contacts**

CSCS deal with all concerns to do with child-protection. The Local Authority Designated Officer steps in if this concern is about someone employed to work with children. CSCS will pass you on to the LADO if that person is the more appropriate contact.

**Ashington Academy students**

Northumberland  
01670 536400  
<https://online.northumberland.gov.uk/citizenportal/form.aspx?form=SafeGuardingchild>

**Burnside Business and Enterprise College students**

North Tyneside  
0345 2000 109  
[www.northtynesidelscb.org.uk](http://www.northtynesidelscb.org.uk)

**Chapelton Academy students**

Sheffield  
0114 273 4855  
[www.safeguardingsheffieldchildren.org/sscb](http://www.safeguardingsheffieldchildren.org/sscb)

**Hall Cross Academy students**

Doncaster  
01302 737777  
01302 796000 (out of office hours)  
<http://www.dscb.co.uk/reporting-concerns>

**Netherthorpe School students**

Derbyshire

01629 533190

<https://www.derbyshirescb.org.uk/children-and-young-people/>

**Ossett Academy students**

Wakefield

0345 8503 503

[www.wakefieldscb.org.uk/children-and-young-people/](http://www.wakefieldscb.org.uk/children-and-young-people/)

**Penistone Grammar School students**

Barnsley

01226 772423

0844 9841800 (out of hours)

**Wales High School students**

Rotherham

**01709 336080**

<http://www.rscb.org.uk/report>

***In emergency, call the police on 999 (immediate danger) or 101 (no immediate danger).***

**Other useful contacts**

Our Safeguarding advisors, **SAFE CIC**. Our contact there is Rosie Carter.

**01379 871091**

## Introduction

### Purpose of this document

This policy applies to all Trustees, employees, self-employed staff and casual helpers of the Linacre Institute. **Failure to follow it will be treated as a very serious matter.**

‘Safeguarding is ... broader than “child protection” and relates to the action taken to promote the welfare of children and protect them from harm.’ (Charity Commission, *Safeguarding children and young people*, Section 2, Published 14 July 2014)

Government guidance is clear that all organisations working with children, young people, families, parents and carers have responsibilities here.

It is important to remember that children and young people can also abuse and that such incidents fall into the remit of this policy.

We take Safeguarding seriously. Our policies and procedures are approved by [SAFE CIC](#), a leading Safeguarding consultancy.

This document introduces our approach to Safeguarding, then sets out:

- Section 1: What we do to try to safeguard children and young people in our care
- Section 2: A course of action for our people if they suspect neglect or abuse or have other safeguarding concerns

### Principles underlying our approach to Safeguarding

The key principles of *Working Together to Safeguard Children* (HMG, published 25 March 2015) are:

- Our people have the same duty of care to our students as a teacher does. We should act professionally and in no circumstances is it acceptable to form an intimate or sexual relationship with a student, even if the gap in ages is small.
- 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 upon a clear understanding of the needs and views of children “the welfare of the child is paramount”

In addition, *Safeguarding children and young people* (HMG, Published 14 July 2014) says:

- “no child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs”

This means we must have a demonstrably rigorous selection process for our programmes.

- “all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs”

This means we have to show that we have taken reasonable steps to ensure child safety when recruiting and training our staff.

- We have a duty of care when children are in our charge and we will do all we reasonably can to provide a safe and caring environment.
- One of our stated aims is to develop young people’s sense of independence and confidence. As such, we balance minimising risk and maximising independence. No activity is without risk but we aim to minimise it.

### **Why Safeguarding matters**

- Because serious maltreatment can ruin children’s lives
- Because we want our students to emerge more confident and willing to stretch themselves. Without protection from maltreatment and care to ensure they have the best outcomes, this is not possible.
- Because safeguarding incidents can destroy charities and all their other good work.
- Because spurious or malicious allegations are possible and by following the policy and procedures we protect ourselves, individually and collectively.
- Because Charity Trustees must demonstrate they:

“proactively safeguard and promote the welfare of their charity’s beneficiaries. They must take reasonable steps to ensure that their beneficiaries or others who come into contact with their charity do not, as a result, come to harm.”

Charity Commission, *Strategy for dealing with safeguarding issues in charities*  
Section 1  
Updated 6 December 2017

### **Context: our work**

The Institute is a small charity, with only one employee, a part-time Executive Director.

Our purpose is to help Sixth Formers at comprehensive schools and colleges in the north of England reach the UK's most competitive universities. We work in partnership with eight schools.

We organise out-of-school activities, in particular the tuition of Sixth Form students and residential summer schools. These are staffed by a combination of:

- our one permanent Linacre employee (with contract)
- self-employed temporary staff
- casual helpers, some of whom are volunteers

These residential schools last between a week and 10 days. Weekly tuition occurs via Skype or telephone. From time to time, we may organise other educational activities.

Legally, anyone aged under 18 is defined as a child. The students we work with are therefore children and young adults, aged between 16 and 19. (The 18-year-olds, if deemed adults at risk, come under the Care Act 2014 and the statutory guidance.)

One of our explicit aims is to broaden students' horizons and sense of independence.

### **Safeguarding and our links to other bodies**

Linacre is in an unusual position regarding Safeguarding.

- It is not a school but we work closely with partner schools, providing services for groups of their students. **As such, we ultimately fall under the Safeguarding policies of the schools we work with. Allegations, concerns and disclosures of abuse will usually be directed to the student's school.**
- **The exception is where concerns involve Linacre staff, volunteers or contractors.** In these cases we will immediately ask the relevant Local Authority Designated Officer for advice on how to proceed.
- The incident will be escalated to a formal referral to the LADO and/or the police if the LADO advises this, or if a crime has (or may have been) committed.
- We are mindful that in the case of allegations about Linacre staff, volunteers or contractors, the intersection of Grievance, Complaints and Safeguarding procedures may confuse the next appropriate steps to take. **We are clear that, in any case where a complaint has been made about inappropriate or poor practice in Safeguarding, we will ask for advice from with the LADO before making an open and recorded decision about the best way forward.**
- **We are very clear that we will take no steps until we have asked for the advice of the Local Authority Designated Officer and, where we suspect criminality, the police.** Any investigation will over-ride the need to implement any internal procedures, such as disciplinary and grievance procedures.

### **Who is responsible for Safeguarding at Linacre?**

The responsibility of managing the safeguarding of children can be demanding and challenging. Those in charge of it are therefore appointed at senior level:

- a Designated Safeguarding Lead
- a Deputy Designated Safeguarding Lead
- a Safeguarding Trustee on our board

At least two will always be available when we are operational.

Their role is to oversee, ensuring that our Safeguarding Policy is implemented. The DSL is almost always also the first person you should contact with any concerns.

Their contact details are on page 3 and will be made available to all adults, children and parents/carers via training, staff handbook, and enrolment information.

Their responsibility includes ensuring they themselves and all staff receive child protection training as appropriate.

The Deputy is available to support or cover for the nominated lead. He or she will also handle any complaints or allegations against the nominated lead, if appropriate.

## **Definitions of key terms used in this document**

### **'Ask for advice'**

Informally ask the LADO (see below) or Children's Social Care Services for advice on how to proceed

### **'Children'**

Those under 18 years of age

### **'Children's Social Care Services'**

The local authority department who deal with general concerns about children's welfare (as opposed to the LADO, who deals with specifically with Child Protection concerns relating to people who formally work with children).

### **'LADO'**

#### **Local Authority Designated Officer**

Responsible for:

- management and oversight of allegations against people who work with children;
- providing guidance to employers and voluntary associations about how to deal with allegations against people who work with children;
- liaising effectively with the Police and other organisations to ensure that cases are dealt with as quickly as possible;

### **'Refer'**

Formally pass a case to the LADO or Children's Social care Services for investigation

### **'Regularly'**

By the same person once a week or more often, on four or more days in a 30-day period, or overnight.

**'Regulated Activity'**

Activity that a barred person must not do.

**'Supervised'**

The law makes three main points:

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

## **Section 1: What we do to safeguard children and young people in our care**

We will listen to the children and young people who use our services - and use their wishes and feelings in developing our programmes. We will take any concerns seriously.

To achieve this we:

- solicit student feedback and use this to tailor our programmes
- prioritise Safeguarding in staff induction
- have a Programme Assistant highly experienced in pastoral care of schoolchildren solely committed to this task at our Westminster summer school, the first at which students are away from home
- have a Trustee with Safeguarding as a key responsibility
- have Safeguarding as a standing item on the agenda at Trustees' meetings
- provide student and parent /carer information, as well as key policies, on our website
- have a former student on the Trustee board

### **Celebrating children's achievements**

Safeguarding is about more than Child Protection, We encourage young people to aim high and celebrate their achievements by:

- giving them coverage on our website
- personal feedback from staff
- providing book tokens as prizes

We are particularly sensitive to the fact that our work involves students in highly competitive academic interviews. Not all students will succeed. We work hard and with sensitivity to manage students' expectations and value them irrespective of their academic results.

### **Safeguarding and recruitment**

We are committed to minimising risk through robust recruitment. The roles our people undertake vary from unsupervised student-facing jobs, performed full time, to voluntary non-student-facing roles that may only involve an hour's work a year.

To cover this variety, we have three different recruitment and monitoring procedures: red, amber and green. We indicate below the procedures we use; these have been approved by our Safeguarding partners at SAFE CIC.

In coming up with them, we are mindful of the legal distinction between Regulated and Non-regulated Activity. \* next to a position below indicates one which meets the criteria for 'Regulated Activity' as defined in the *Safeguarding Vulnerable Groups Act 2006, The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975* and the *Police Act 1997*.

Recruitment routes

<b>Red route</b>	Role involves Regulated Activity – ie regular, unsupervised contact (not online) with children. For more see 'SG04: What is regulated activity?'
<b>Amber route</b>	Role involves no Regulated Activity but at least one of the following: - regular online contact with children - long-term work with the charity - important strategic decision making
<b>Green route</b>	Role involves no Regulated Activity and one or more of the following: - Only very infrequent and short face-to-face contact with children, or no such contact - Online contact with children amounting to fewer than 5 hours a year - Contact with children that is wholly supervised

List of roles

Student-facing:

- **Programme Director\***: The person in charge of a residential schools the 'Phone a Friend' online tutoring programme. Currently Paul Coupar-Hennessy. **Red route**
- **Programme Assistant\***: Assistants on residential schools. May help overnight. **Red**
- **Class leader\***: Those solely in charge of classes, unsupervised, on a regular basis on residential schools. **Red**
- **Online Tutor**: Those who regularly tutor a student in a subject via Skype and telephone. **Amber**
- **Selection Interviewer**: Those who help select students for our programme. (Always supervised by someone engaged in Regulated Activity.) **Green**
- **Practice Interviewer**: Those who lead practice 30-minute academic interviews with students, almost always online and almost always on a one-off basis. **Green**
- **Guest Speaker / Seminar Leader**: Deliver supervised one-off classes and seminars. **Green**

Non-student-facing:

- **Trustee\*\***: Trustees of the Charity. **Red**
- **Alumni Director**: The person who runs our alumni society. **Amber**
- **Advisory Board member**: Members of the Advisory Board  
**Amber**
- **Charity Helper**: Helpers in a range of administrative, strategic and supporting roles, whose job is to support the Executive Director and the Trustees. **Amber**

\* Regulated Activity

\*\* Not Regulated Activity but eligible for an Enhanced DBS Check (no barred list check)

### Safeguarding checks used for each recruitment route

	Green route	Amber route	Red route
Any job advert carries Safeguarding statement	NA	✓	✓
Right of any full employee to work in UK checked	NA	✓	✓
ID verified (passport or driving licence)		✓	✓
Obtained 5 years' addresses		✓	✓
Any criminal record self-declared		✓	✓
DBS checked - Enhanced with Barred check			✓
Application form filled in		✓	✓
References taken		✓	✓
Interviewed		✓	✓
Confirmed has read Staff Handbook including Safeguarding policy and clear job goals		✓	✓
Code of Conduct and Duty of Care induction			✓
Safeguarding training within three months			✓
Twice yearly telephone meetings with the Executive Director for monitoring and support		✓	✓
Either known to people already involved in the charity and recommended, or interviewed	✓		
Provided with Safeguarding and eSafety policies	✓		

Because amber and green positions do not involve Regulated Activity we **cannot ask candidates to obtain Enhanced DBS checks for them**. We would be breaking the law by asking for such a check.

#### We will:

- not put new staff unsupervised in sensitive/vulnerable positions
- refer cases to the DBS where we dismissed or ceased using an employee or volunteer because they have harmed or posed a risk of harm to children or vulnerable adults.

- provide 'Lead Person in Safeguarding' training every two years for the Lead Person and Deputy. This will be recorded in the Single Central Record.

### **Induction and training in Safeguarding**

Induction will take place within a month of appointment for all appointed via the Amber and Red routes

We provide a handbook and covering letter that include:

- a welcome and overview of the charity
- a clear job description including tasks, times, responsibilities.
- current procedures and policies:
  1. Safeguarding Policy and Procedures (including confidentiality and whistleblowing statement)
  2. Code of Conduct
  3. eSafety and Electronic Communications Policy and Procedures
  4. Child-Adult ratios
- information about necessary (and possible future) training needs

Recipients will email confirm that they have received and understood the handbook.

They will undergo a 3-month probationary period with clear goals.

They will be monitored and supported via:

- twice yearly telephone meetings with the Executive Director
- the Executive Director soliciting student feedback at appropriate times

The Executive Director will be monitored and supported through Safeguarding being listed as one of the key issues monitored in his / her annual appraisal, conducted by the Trustees. Any need for further support will be identified and arranged at this point.

### Training

Those with direct contact with children and young people, or managers, will attend child protection training, or provide evidence of having attended such training, within three months of appointment. This will be recorded in the Single Central Record.

The Lead Person and Deputy in Safeguarding will undertake basic training and Lead Person training every two years. This will be recorded in the Single Central Record.

## Developing a culture of Safeguarding

We:

- have a Safeguarding Trustee with Safeguarding as a key responsibility
- have Safeguarding as a standing item on the agenda at Trustees' meetings

## e-Safety and electronic communications policy

Our work involves communicating directly with children via telephone, email, social media, Skype and other video-messaging services. It is vital that our people know how to use these media appropriately, and without putting the children / young adults they work with (or themselves) at risk. We therefore have a separate and publicly available eSafety policy and procedures. All staff need to be aware of its contents. Failure to follow it may be treated as a Safeguarding issue. It is available at: online at <https://www.linacreinstitute.org/about/policies-and-reports/>.

## Radicalisation

We are not one of the specified authorities asked to comply the Prevent Duty under the Counter-Terrorism and Security Act 2015. However, we are mindful of our responsibility to protect children and young people from being radicalised or drawn into terrorism, or any form of extremism.

## Confidentiality

We have a clear policy about confidentiality and information sharing, available online at <https://www.linacreinstitute.org/about/policies-and-reports/>. This policy will be made available to all adults, children, parents and carers by training, staff handbook, and enrolment information. Individual cases will only be shared or discussed on a “need to know” basis. However, the welfare of children and young people over-rides any obligations of confidence we may hold to others.

## Record keeping

All records will be securely kept in a locked cabinet/drawer in the registered office at 28 Kenwood Park Road, Sheffield, S7 1NF. Only the Designated Safeguarding Lead and/or Deputy will have access and records will only be kept as long as necessary.

Where necessary, these records will be passed to the LADO as soon as possible. All records will be handwritten (and if recorded electronically, kept in a secure area) by the person with the concern within 24 hours, on headed paper or form SG03: ‘Child protection record sheet’ (see appendix for a copy). All such records will have a front page listing the papers in chronological order.

All records will be factual. We will also record the reasons for any decision **not to refer** to the LADO. Clearly detail the name and job role of the person making the record. We will sign, date and time records.

## **Whistleblowing**

Under whistleblowing, anyone in our organisation may refer direct to the LADO or the police if they are concerned that a child is at risk of harm and this policy is not being adhered to.

If you feel the charity is committing:

- a criminal offence
- a breach of a legal obligation
- a miscarriage of justice
- a danger to the health and safety of any individual
- damage to the environment
- deliberate concealment of information tending to show any of the above five matters

then you should contact the Charity Commission: [whistleblowing@charitycommission.gsi.gov.uk](mailto:whistleblowing@charitycommission.gsi.gov.uk)

All media enquiries will be handled by Paul Coupar-Hennessy ([pcoupar@linacreinstitute.org](mailto:pcoupar@linacreinstitute.org)).

## Section 2: Course of action for staff if they suspect neglect or abuse or have other safeguarding concerns

Details of how our people should handle disclosures or concerns about Safeguarding matters, including child abuse or neglect are outlined here.

Procedures for raising and handling other types of concerns are outlined in the Complaints, Grievances, Whistleblowing & Disciplinary Policy, which is available online at <https://www.linacreinstitute.org/about/policies-and-reports/>.

### What are abuse and neglect?

Suspicions or allegations may arise about:

- Linacre staff, volunteers or self-employed contractors
- other students on our programmes (so-called peer-on-peer abuse)
- other people connected to the child

What abuse and neglect may look like:

#### **Physical Abuse**

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

#### **Emotional Abuse**

- persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development
- may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- may include not giving the child opportunities to express his or her views, deliberately silencing them or 'making fun' of what they say or how they communicate
- may include exposing children to interactions that are very far beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- 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. It may feature age- or developmentally-inappropriate expectations being imposed on children.

**Sexual Abuse**

- forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- 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.
- may also include non-contact activities, such as involving children in looking at, or in production of, sexual images, watching sexual activities, 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**

- 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.

may include failure 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.

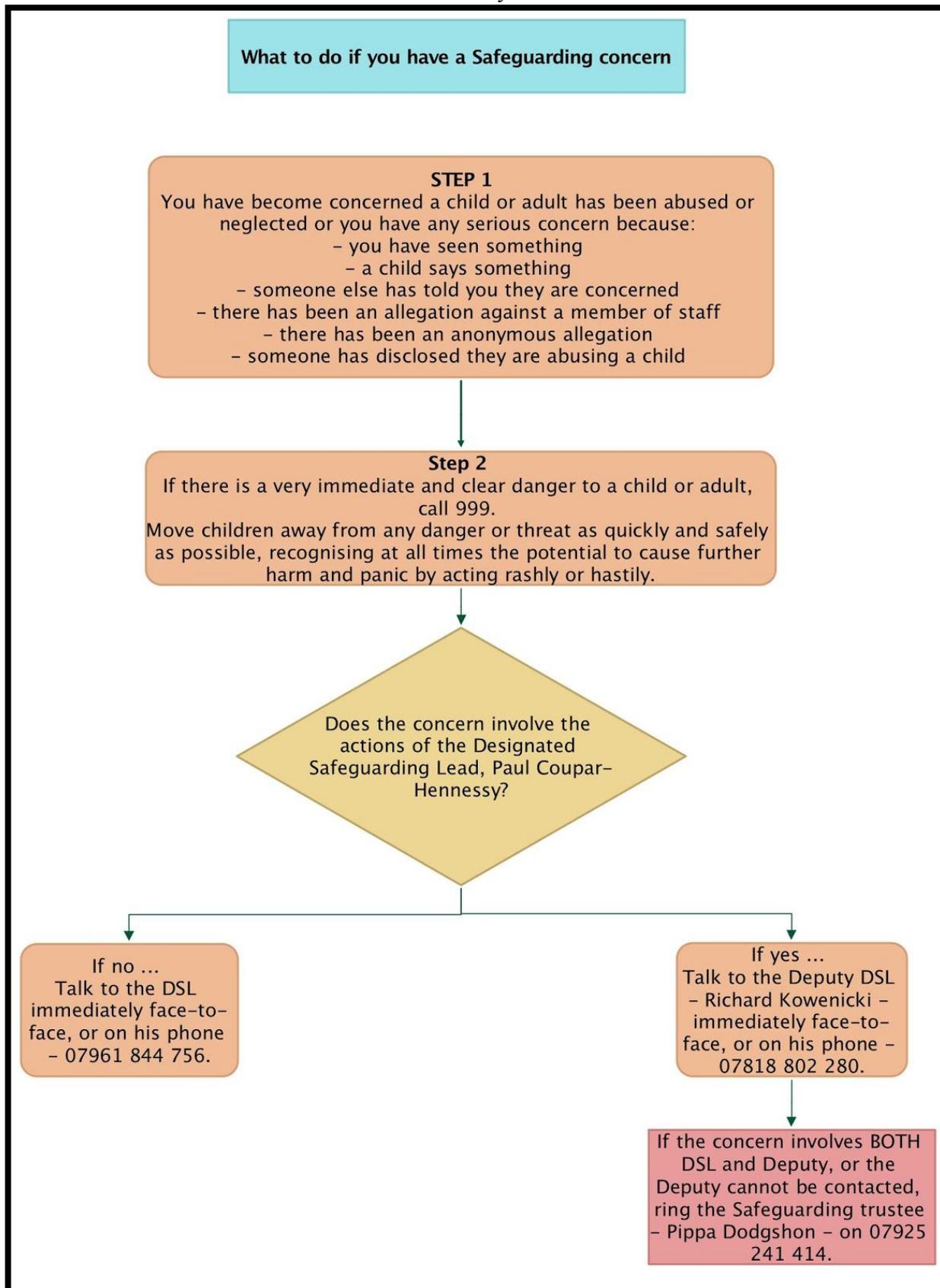
May also include neglect of, or unresponsiveness to, basic emotional needs.

Other areas that should raise Safeguarding concerns:

Children living away from home or gone missing Peer abuse including bullying Race and racism Radicalisation Gang membership	Violent extremism Sexual exploitation Female genital mutilation  Forced marriage Concealed pregnancy Child trafficking eSafety
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## How to handle disclosures and concerns: all staff

All concerns and disclosures will be taken seriously. Follow the flowchart below.



In the exceptional event that you have concerns about the DSL, the Deputy *and* the Safeguarding Trustee, you must contact the relevant LADO directly (contact details on pp 3-4).

**How to handle disclosures:**

**Do not:**

- delay in reporting
- investigate
- ask leading questions
- over-react

**Do:**

- Tell the child that you cannot guarantee absolute confidentiality, as child protection will always have precedence
- Avoid making promises that you cannot keep
- Treat any disclosure very seriously and act as if you believe what someone is saying
- Listen to the young person rather than question. If necessary, reassure the young person that they are not to blame and try to alleviate feelings of guilt and isolation
- Allow the young person to speak without interruption. Accept what is said – it is not your role to investigate or question. Do not overreact.
- Tell the young person that they are right to tell you.
- Advise that you will try to offer support, but that you must pass the information on. Explain what you have to do and whom you have to tell.
- Record any discussion accurately and as soon as possible after the event - certainly within 24 hours. Use form SG03 'Child Protection Record Sheet' (copy in appendix) if at all possible. Pass this record on to the DSL as soon as possible. See below for guidance on what to record if this form is not available. Use the young person's words or explanations – do not translate into your own words. Write down everything said, and what was done by you.

**What to record if form 'SG03: Child Protection Record Sheet' is unavailable**

- ❖ Your name, email address, phone, job role and relationship to the young person
- ❖ Name of young person
- ❖ Age of young person
- ❖ Home address of young person (if known)
- ❖ Date of birth young person (if known)
- ❖ Name/s and Address of parent/s or person/s with parental responsibility (if known)
- ❖ Telephone numbers if available
- ❖ Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details

- ❖ What has prompted the concerns? Include dates and times of any specific incidents
- ❖ Have you said anything to the young person? If so, what was said and when?
- ❖ Has anybody been alleged to be the abuser? If so, record details
- ❖ Who has this been passed on to, in order that appropriate action is taken? e.g. school, designated officer, social services etc
- ❖ Has anyone else been consulted? If so, record details
- ❖ Does the young person require medical attention?
- ❖ Your signature and the date

In all cases of a concern being raised about Linacre staff, the DSL or Deputy is obliged to ask for advice from the LADO or Children's Social Care Services. However, this is entirely different to a formal referral of the case to the LADO (see definitions on p9-10). It will only in very rare and serious cases lead to a formal referral of the incident. **Please do report any concern, no matter how trivial it may seem.**

### **How to handle disclosures and concerns: Designated Safeguarding Lead or Deputy**

In cases **not involving** concerns about Linacre personnel:

- if appropriate, take any steps to ensure the child's immediate safety
- ensure a full record of the concern is written down
- within 24 hours liaise with the Designated Safeguarding Lead at the student's school
- record details of this liaison
- put themselves under the school's Safeguarding policy and procedures, and co-operate with any further steps
- within 48 hours of notifying the school, and in light of the school's response and the advice of the Trustee Safeguarding Lead, decide whether what the Charity Commission calls a 'Serious Incident' (see definition below) has taken place. If it has, within a week, notify the Charity Commission.

In cases **involving** concerns about Linacre personnel:

- if appropriate, take any steps to ensure the child's immediate safety
- ensure a full record of the concern is written down
- within 24 hours liaise with the Local Authority Designated Officer to discuss next steps
- record details of this liaison
- put themselves under the direction of the LADO, following their advice and co-operating with any investigation
- record details of actions taken after this advice is given
- within 48 hours of liaising with the LADO, and in light of the school's response and the advice of the Trustee Safeguarding Lead, decide whether what the Charity Commission calls a 'Serious Incident' (see definition below) has taken place. If it has, within a week to have notified the Charity Commission.

**‘Serious Incident’**

We have a duty to report any Serious Incident involving Safeguarding to the Charity Commission. We will report if:

- beneficiaries have been, or are alleged to have been, abused or mistreated while under the care of the charity, or by someone connected with the charity, for example a trustee, staff member or volunteer
- there has been an incident where someone has been abused or mistreated (alleged or actual) and this is connected with the activities of the charity
- there has been a breach of procedures or policies at the charity which has put beneficiaries at risk, including a failure to carry out checks which would have identified that a person is disqualified under safeguarding legislation from working with children or adults

Charity Commission, *Policy paper - Strategy for dealing with safeguarding issues in charities*, Updated 6 December 2017, Section 7.3 Good practice – responding to allegations and safeguarding incidents

**This policy will be reviewed annually by:**

- the Designated Safeguarding Lead
- Deputy DSL
- Safeguarding Trustee.

**Any changes will be approved by SAFE CIC. It will submitted to the board of Trustees for approval.**

**It was last reviewed in June 2018.**

**Designated Safeguarding Lead: Paul Coupar-Hennessy**

**Signature** \_\_\_\_\_

**Date**\_\_\_\_\_

**Chair of Trustees: Mike Munro**

**Signature** \_\_\_\_\_

**Date**\_\_\_\_\_

## Appendix

### How we make this policy available to children and parents

This policy is available on the Linacre Institute website, and parents and students are directed there in their induction materials.

### Related policies and documents

- SG02: eSafety Policy: Online safety and electronic communications
- SG03: Child Protection Record Sheet
- SG04: What is 'Regulated activity'?
- SG05: Photography & filming Guidance
- SG06: Recommended adult-to-child ratios for working with children
- SG07: Confidentiality & information sharing Policy
- SG08: Policy and procedures on Complaints, Grievances, Whistleblowing and Disciplinary Action
- SG09: Complaints and grievances register
- SG10: Adult code of Conduct
- SG11: Student Code of Conduct

### Sources of this policy

We have consulted the following:

- *Safeguarding children and young people* (Charity Commission, Published: 14 July, 2014)
- *Working together to safeguard children* (HM Government guidance, Published: March 2015)
- *Strategy for dealing with safeguarding issues in charities* (Charity Commission)
- *Finding New Trustees* (Charity Commission)
- *Freedom to Speak Up: An independent review into creating an open and honest reporting culture in the NHS* (Sir Robert Francis, February 2015)
- *Regulated Activity in Relation to Children: scope - A factual note by HM Government* (HM Government Guidance, 2012)
- *DBS Checks: guidance for employers* (Disclosure and Barring Service, Published 27 March 2013, Updated 18 January 2018)
- *Rehabilitation of Offenders Act 1974*

- *Protection of Freedoms Act 2012*
- *Safeguarding of Vulnerable Groups Act 2006*
- *Statutory guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity when unsupervised* (Department for Education, December 2013)
- *How to report a serious incident in your charity* (Charity Commission, Published 2 June 2014; Updated 22 September 2017)

We also note the following, outside of whose scope the staff of the Institute fall:

- *Keeping children safe in education: Statutory guidance for schools and colleges on safeguarding children and safer recruitment* (Department for Education, Published 26 March 2015, Last updated 5 September 2016)
- *Counter-Terrorism and Security Act 2015 (FGM)*
- *Anti-social Behaviour, Crime and Policing Act 2014. (Forced marriage)*
- *Counter-Terrorism & Security Act 2015 (Radicalisation)*
- *What to do if you are worried a child is being abused 2015*





### SG03: Child Protection Record Sheet

Only state information **already** known. Be careful not to ask leading questions. Fill in factually. Fill out asap on the same day and store in secure place until forwarded to appropriate agency.

Black type – for person with concern to fill in if possible

*Red italic type* – for Designated Safeguarding Lead or Deputy to fill in if possible

<b>Name of child</b>		<b>Date of Birth</b>	
<b>Child's address</b>			
<b>Name of parent or carer and contact details</b>			
<b>Any special needs known (medical, disability, language etc)</b>			
<b>Nature of concern:</b>  <b>Include times and dates as specific as possible</b>  <b>Continue on separate sheet if needed</b>			



<i>Name and details of any other children in family</i>	
<i>Name and details of any other significant adults in family</i>	
<b>Action taken</b>  Detail here agency contacted, who spoken to and any timescales/actions given	<b>Time &amp; Date</b>
<i>Lead or deputy person's action and reason for taking it</i> <b>OR</b> <i>Why no action has been taken</i>	<b>Time &amp; Date</b>
<b>Name, job role, email, phone number and signature of concerned person</b>	<b>Time &amp; Date</b>
<i>Name, job role, email, phone number and signature of Lead/Deputy person for safeguarding</i>	<b>Time &amp; Date</b>
<i>Name of organisation, address and phone numbers/e-mails</i>	