



LANGUAGE AND LIFE SKILLS FOR CHILDREN

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Leaping Toads Safeguarding and Child Protection Policy



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Safeguarding and Child Protection Policy

This Policy underpins all other Policies at Leaping Toads and applies to ALL children, parents, staff and tutors of Leaping Toads, including volunteers and students. It should be read in conjunction with the *Leaping Toads Safeguarding Procedures*

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Safeguarding and Child Protection Policy

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1. Policy Statement

1.1 Safeguarding and Child Protection Policy

1.1.1 Leaping Toads is committed to safeguarding and promoting the welfare of children. All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This *Safeguarding and Child Protection Policy* forms a fundamental part of our approach to providing excellent care to *all* pupils.

1.1.2 This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at Leaping Toads. They have been prepared in compliance with, and with regard to:

- The Education Acts
- The Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004 and 1989
- *What to do if you're worried a Child is being Abused*, March 2015
- *Working Together to Safeguard Children*, March 2015 (A guide to inter-agency working to safeguard and promote the welfare of children)
- *Keeping Children Safe in Education*, September 2016
- *Disqualification under the Childcare Act 2006*, June 2016
- The Sexual Offences Act 2003 Rehabilitation of Offenders Act (1974) detailing legislation with regard to Vetting and Barring
- *Information Sharing: advice for practitioners providing safeguarding services*, March 2015
- DBS Referrals Guidance (as may be amended from time to time)
- *Preventing and Tackling Bullying*, October 2014
- *Statutory Framework for the Early Years Foundation Stage (EYFS)*, DFE, Sept.2014
- UN Convention on the Rights of the Child 1989, UNICEF
- *Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice*, 2015
- *Information Sharing: advice for practitioners providing safeguarding services*, March 2015
- *Safeguarding our children: A child protection guide for all early years and childcare providers*, London Borough of Barking and Dagenham
- *Inspecting Safeguarding in Early Years Education and Skill Settings*, Ofsted 2015

- 1.1.3 The Centre recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns. Leaping Toads recognises that effective child protection work requires sound procedures, good inter-agency co-operation as in line with the 2015 Working Together to Safeguard Children guidance and a workforce that is competent and confident in responding to child protection situations.
- 1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Barking and Dagenham Local Safeguarding Children Board (LBBD-LSCB) guidance. The Centre's safeguarding arrangements will take into account the procedures and practice of the local authority.
- 1.1.5 This Policy is addressed to all members of staff and volunteers at Leaping Toads (temporary and permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils, including where this is away from Leaping Toads, for example at another institution, on visits and trips, as well as sporting and cultural activities.
- 1.1.6 This Policy is available to all parents, staff and volunteers on the Leaping Toads website. A paper copy of this Policy is also available to parents upon request to the Leaping Toads Centre office.
- 1.1.7 Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risks, keep themselves safe and build resilience; and are made aware of this Policy through a lesson programme and other means of sharing information appropriate to their age and understanding, within a broad and balanced curriculum.

1.2 Creating a Culture of Safeguarding

- 1.2.1 Leaping Toads takes [recognizes that safeguarding covers much more than child protection and so this Policy will operate in conjunction with the *Leaping Toads Safeguarding Procedures*](#) (which itself incorporates the staff Code of Conduct), and other related policies and procedures, covering areas including Equal Opportunities; Health and Safety; First Aid; Educational Visits; center security; Anti-Bullying; Behavior Management; Drugs, Alcohol and Tobacco; Information Sharing; the safe use of ICT and social media, and preventing radicalization and violent extremism). Such policies are available from the center on request.

Leaping Toads and takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff.

1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The Centre recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

1.2.3 [Safeguarding and promoting the welfare of children is everyone's responsibility](#). Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests of the child).

1.2.4 [We are committed to working in partnership with parents, diverse communities and social and education departments to continuously develop and improve the safeguarding culture within our Centre](#). As well as ensuring that the Leaping Toad's policies and procedures support its safeguarding responsibilities, Leaping Toads will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance *Working Together to Safeguard Children*. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

1.2.5 [Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public](#).

1.2.6 [Leaping Toads has systems to:](#)

- Prevent unsuitable people working with pupils;
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;
- Promote safe practice and challenge poor and unsafe practice;

- Protect students and staff from online risks, which include e-safety education and training, policies and procedures governing the use of IT, filtering and monitoring systems, and procedures to manage any incidents that occur;
- Deal with issues of confidentiality, information sharing and consent;
- Ensure that staff do not, through their actions, place **pupils** at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication). Relevant guidance can be found in the *Leaping Toads Safeguarding Procedures* (Section: Code of Conduct).

1.2.7 *Leaping Toads encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously.* Leaping Toads also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.

1.2.8 *While the primary requirement is to notify the LADO¹/Children’s Services (or the local Prevent Officer, as appropriate), the Leaping Toads will also notify its stakeholders of any safeguarding issues in the following circumstances:*

- The issue involves an allegation against a member of staff, a volunteer or the Head;
- The issue relates to concerns about the education provided to the pupil;
- The issue involves referral to external agencies;
- The issue could result in a claim against the Centre or affect the Leaping Toad’s reputation.

1.2.9 *All staff are required to adhere to the **ICT Acceptable Use Agreement**, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.*

1.3 Implementation Procedures

Leaping Toads has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the centre and the procedures must be followed at all times.

1.4 Early Years Foundation Setting

1.4.1 This Policy applies to Leaping Toads’ provision for the Early Years Foundation Setting (‘EYFS’). The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are set out at paragraphs 4.1 and 11.1 below.

¹ Local Authority Designated Officer(s) for Child Protection. Each local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children. The term ‘LADO’ in this Policy is used for convenience to designate these local authority designated officer(s) of the Local Children’s Safeguarding Board.

1.4.2 Throughout the setting all persons in the EYFS are required to adhere to the *ICT Acceptable Use Agreement* on the use of mobile phones and cameras: that is, that images of pupils may not be stored on personal devices. Any images taken on personal devices will be transferred to Leaping Toads systems as soon as reasonably possible and the personal copy permanently removed. Please also refer to the Cameras, Recording Devices and Mobile Phones Policy.

1.4.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).

1.5 Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

1.6 Looked After Children

Leaping Toads will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority.

1.7 Private Fostering

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The Centre will then notify the local authority of the circumstances.

2. Aims

2.1. Our aims are to:

- 2.1.1 Create an environment at the centre which is safe and secure for all pupils
- 2.1.2 Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.
- 2.1.3 Encourage children to develop a sense of autonomy and independence.
- 2.1.4 Work with parents to build their understanding of and commitment to the welfare of all pupils.

2.2 In order to fulfil these aims the Head will take the necessary steps to ensure that:

- 2.2.1 All staff (including supply and temporary staff) and volunteers receive training in Safeguarding Children as part of their induction. This includes Leaping Toads' Safeguarding Policy and Procedures (which incorporates the Code of Conduct), the identity and role of the designated safeguarding lead(s), relevant sections of *Keeping Children Safe in Education* and the Whistleblowing Policy.
- 2.2.2 All staff, volunteers and the Head are trained in child protection (including Prevent awareness and e-safety training) regularly (in line with LSCB requirements), and receive safeguarding and child protection updates as required, but at least annually. The Designated Safeguarding Lead(s) receive(s) the required updated child protection and Prevent training at least every two years (as set out in Annex B of *Keeping Children Safe in Education*)
- 2.2.3 The Centre adheres to the Leaping Toad's Recruitment Policy (available from the centre on request) and safer recruitment procedures (found in the Safeguarding Procedures section 4). Procedures ensure that the recruitment lead involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out at paragraph 1.1.2. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained, and in all cases a Barred List Check and Prohibition Order check will have been undertaken. Relevant staff are also asked whether anyone in their household meets the disqualification criteria under The Childcare (Disqualification) Regulations 2009.
- 2.2.4 The Centre obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the Leaping Toads' pupils on another site (for example, in a separate institution).

- 2.2.5 Where Leaping Toads ceases to engage or cooperate with any person (staff including self-employed tutor staff, volunteer or any other person) or the person resigns or otherwise ceases their work because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS) in accordance with the procedural guidance at <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> (contact: PO Box 181, Darlington, DL1 9FA Tel: 01325 953795, dbsdispatch@dbs.gsi.gov.uk). In cases involving teaching staff, Leaping Toads will also decide whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.
- 2.2.6 All centre staff are alert to signs of abuse and neglect, and all staff know to whom they should report concerns or suspicions of abuse or neglect.
- 2.2.7 All centre staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.
- 2.2.8 This Policy is compatible with and meets all applicable requirements of Barking and Dagenham LSCB. Leaping Toads is ensuring that it has positive communication with the LSCB to ensure compliance with local protocol and access to relevant support. The LSCB can be contacted through the details set out in paragraph 11.3 below.

3. Responding to Safeguarding and Child Protection Concerns

- 3.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Leaping Toads Centre staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 3.2 Any concern, allegation or incident of abuse must be referred to the Designated Safeguarding Lead. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead.
- 3.3 If staff have concerns about a child (as opposed to a child being in immediate danger or at risk of harm – see para 3.4 below) they will need to decide what action to take. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.
- 3.4 If a child is in immediate danger or at risk of harm, this must be reported to the Designated Safeguarding Lead, who will make a referral to children's social care and/or the police immediately (see section 5.12). It is not the responsibility of Leaping Toads to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

3.5 What is Child Abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the Internet). They may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The categories listed below are drawn from *Keeping Children Safe in Education*:

- 3.5.1 **Physical abuse** – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms, or deliberately induces, illness in a child.
- 3.5.2 **Emotional abuse** – the persistent emotional maltreatment of a child such as to cause severe and 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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

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

3.5.4 Neglect - 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.

3.5.5 Child sexual exploitation (CSE) is a form of so-called 'honour based' violence and child abuse. It is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of 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 school or education or do not take part in education.

3.5.6 Female genital mutilation (FGM) is also form of so-called 'honour based' violence and is child abuse. 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-39 of the *Multi_Agency_Statutory_Guidance_on_FGM*.

If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. The normal CP/Safeguarding reporting procedures outlined below should be followed unless a member of the CP team is unavailable in which case direct contact with police should be made as stated in 'Keeping Children Safe in Education' DFE document.

3.5.7 'Sexting' is a child protection issue. (Sexting is defined as sending, receiving, or forwarding sexually explicit messages, photographs or images). Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their e-safety education. The Centre takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

3.5.8 Who are the abusers? Abusers might be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers; in short, an abuser could be anyone.

3.5.9 Peer on peer abuse: staff should also recognise that children are capable of abusing their peers. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, and sexting. Peer on peer abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. Pupils are taught to recognise such behaviours as abuse as part of the School's approach to safeguarding education. Any allegation of such abuse will be promptly and thoroughly investigated, and treated according to its gravity, which may include referral to children's social care or the police. Victims will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. Further information can be found in the *Safeguarding Procedures*.

3.6 Signs of Abuse

All School staff members should be aware of the signs of abuse, neglect and radicalization so that they are able to identify cases of children who may be in need of help or protection.

The following may help staff to be aware of possible signs of abuse - There are further sources of information such as the *Leaping Toads Safeguarding Procedures, What to do if you're worried a child is being abused* and the NSPCC website. However such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present. Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sexting. (There may be other signs of abuse specific to female genital mutilation, and to radicalisation of young people. These are described in the *Safeguarding Procedures*.)

3.6.1 Physical Abuse

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

3.6.2 Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation ('putting himself or herself down')
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

3.6.3 Sexual Abuse

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

3.6.4 Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation

Poor self-esteem and/or relationship with peers
Excessive rocking, hair twisting, thumb sucking

3.6.5 Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly. Procedures are detailed in the Leaping Toads *Safeguarding Procedures*. Further detail can be found in the Keeping Children Safe in Education Document.

3.6.6 Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in this definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Since July 2015, schools are under a duty under section 26 of the Counter- Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty. (Further details can be found in the ‘Keeping Children Safe in Education’ DFE document). The normal CP/Safeguarding reporting procedures outlined below should be followed. The CP/Safeguarding team will decide on the best course of action including referral to the police and the Channel Programme.

3.6.7 Other Safeguarding Concerns

Other safeguarding issues which may impact pupils within education are listed below. Further information can be found in the Keeping Children Safe Document.

- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Relationship abuse
- Trafficking

4. Designated Safeguarding Lead (DSL)

- 4.1 Leaping Toads has appointed a Designated Safeguarding Lead and a deputy to contact in their absence. The Designated Safeguarding Leads are a member of the Centre's senior leadership team with the necessary status and authority to take lead responsibility for child protection matters. This responsibility cannot be delegated. The Centre will ensure that the Designated Safeguarding Leads are given the time/cover, funding, training, resources and support to fulfil their role.

The Designated Safeguarding Lead (DSL) at Leaping Toads is:

Simona Staputiene Tel: 07900106971 Email: simona@ltlt.co.uk

The Deputy Designated Safeguarding Lead at Leaping Toads is:

Alma Sleckute Tel: 07778 162 755 Email: alma@ltlt.co.uk

The Designated Safeguarding Leads will ensure that there is always cover for their role (including for any out of hours/out of term activities) and that arrangements for cover are communicated clearly to staff.

The Designated Safeguarding Leads will:

- 4.1.1 be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out at paragraphs 1.1.2;
- 4.1.2 refer cases of suspected abuse or allegations to the local Social Services Department and/or the police in accordance with LSCB procedures, and work with other agencies in line with *Working Together to Safeguard Children*;
- 4.1.3 receive *Prevent* awareness training; provide advice and support, and make appropriate referrals through the *Channel* programme;
- 4.1.4 ensure that they are aware of the latest national and local guidance and requirements and will keep the staff and volunteers informed as appropriate;
- 4.1.5 receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years, and in addition to formal training, update their knowledge and skills at regular intervals and at least annually, in order to keep up with developments relevant to the role;
- 4.1.6 ensure that the staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, boarding staff, gap year students, volunteers, catering staff, cleaning staff and caretakers;
- 4.1.7 act as a source of advice and support within the centre and co-ordinate action regarding referrals in relation to both children and allegations against staff.

5. Responding to Disclosures of Abuse

- 5.1 Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the best interests of the child. Children experiencing distress or abuse may seek to 'tell' in school, often because this is the place where they feel most safe, secure and listened to. It is not unusual for them to choose members of staff seen to be on the periphery of the staff team such as midday supervisors, caretakers or class-room support staff because they may be perceived as having less authority and less intimidating. It is important to make sure therefore that ALL staff know how to respond to a disclosure from a child.
- 5.2 Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report abuse; not to investigate. This is to avoid contamination of evidence gained in any subsequent investigation undertaken by Police &/or Social Services and to ensure that the child is not placed in the stressful position of having to repeat their story over and over again. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.
- 5.3 If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. All children involved, whether a potential perpetrator or victim, will be treated as being 'at risk'. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. Further guidance can be found in the Leaping Toads Safeguarding Procedures (section 5). A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti Bullying Policy.

5.4 Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

- 5.4.1 allow the pace of the conversation to be dictated by the pupil
- 5.4.2 Keep your response short, simple, slow, quiet and ask gentle, open-ended questions which encourage the pupil to talk such as "can you tell me more about what happened?"
- 5.4.3 accept what the pupil says and do not ask for further detail;
- 5.4.4 acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;
- 5.4.5 note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below);
- 5.4.6 reassure the pupil that they have done the right thing in talking to you, that it is not their fault (but do not say that everything will be fine), and explain whom you will have to tell (the Designated Safeguarding Lead) and why.

5.5 The member of staff or volunteer **should not**:

5.5.1 Do not burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”

5.5.2 Do not interrogate or pressure the pupil to provide information;

5.5.3 Do not ask any potentially leading questions such as those that start with the words, how, what, when, where and why; If you need to clarify what is being said and whether the child is at risk, ask open questions (do you want to tell me anything else? etc.) but only to the point of clarification being achieved (do not ask lots of questions, for the sake of it)

5.5.4 Do not undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect;

5.5.5 Do not criticise the alleged perpetrator - this may be someone they love;

5.5.6 Do not promise confidentiality (see paragraph 5.6 and 5.7);

5.5.7 Do not make promises that you cannot keep such as “I’ll stay with you all the time” or “it’s alright now”; If a child requests confidentiality, use a ‘prepared’ response, such as: *‘I’m really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this’*. Children need to know that someone who will be able to help them will be spoken to.

5.5.8 Do not put words in the child’s mouth (i.e. finish their sentences) and do not stop a child who is freely disclosing events.

5.5.9 Do not jump to conclusions or speculate about what happened or might have happened, or make accusations;

5.5.10 Do not show an overly emotional reaction, such as expressing disgust, shock or disbelief; Consider your non-verbal reactions as well as your verbal ones. Emotional reactions may discourage the child from continuing their disclosure as they will feel that the adult receiving the information is unable to cope with what they are hearing and may be thinking badly of the child.

5.5.11 Do not attempt to investigate the allegations

5.6 If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead (see paragraph 4) so that the child can be helped to stay safe and feel better.

5.7 In every case, the member of staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent in accordance with the Leaping Toads *Safeguarding Procedures* relating to information sharing and consent. If the pupil does not consent, the member of staff/volunteer should explain that they need to share the information with the Designated Safeguarding Lead and reassure them that the information will *only be disclosed* to other people who *need to know*. The member of staff/volunteer should refer to the Leaping Toads *Safeguarding Procedures* for further information and guidance.

- 5.8 Leaping Toads recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the centre may provide the only stability in the lives of children who have been abused or who are at risk of harm. The centre has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police.
- 5.9 The centre will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the centre and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, Leaping Toads will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.
- 5.10 All allegations involving staff or volunteers will be discussed immediately with the Local Authority Designated Officer (LADO) before any investigation takes place. In borderline cases, these discussions can be held without naming the individual. In any case of immediate risk or serious harm to children, the police shall be informed at the outset.

5.11 Recording Information

Staff/volunteers must:

5.11.1 make notes at the time or make notes immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated; Save all drawings and artwork from the child.

As soon as possible after receiving the disclosure, the staff member to whom the disclosure was made MUST make a record of the disclosure on the 'Reporting Disclosures and Concerns Form' (Appendix 3). If applicable complete the Skin Map (Appendix 3). This MUST include:

- The child's name, address and date of birth
- The date and time of the observation or disclosure
- The EXACT WORDS spoken by the child
- The child's reference number

5.11.2 clearly distinguish between fact, observation, allegation and opinion;

5.11.3 record any observed injuries and bruises;

5.11.4 note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");

5.11.5 complete a Safeguarding Concern Form, attach any original notes and pass them to the Designated Safeguarding Lead;

5.11.6 appreciate that their records may be used in criminal proceedings or disciplinary investigations.

5.12 Reporting Concerns

- 5.12.1 Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Lead) as soon as possible and at latest by the end of the centre's day.
- 5.12.2 Where the disclosure identifies a safeguarding issue, the Designated Safeguarding Lead will report the disclosure to the local Social Services Department within 24 hours and In the most serious cases the police shall be contacted.
- 5.12.3 Leaping Toad's procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.
- 5.12.4 Whilst the Designated Safeguarding Lead will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to children's social care directly (see section 9 below).
- 5.12.5 If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

6. Allegations Against Staff

- 6.1 Leaping Toads follows the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of *Keeping Children Safe in Education* 2016. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.
- 6.2 Where a safeguarding-related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the Head (unless the allegation relates to the Head). The Head should **not speak** to the member of staff who is the subject of the allegation at this point.
- 6.3 **In all cases immediate contact should be made with the LADO** to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Head following consultation with the LADO (and, in the most serious cases, the police). In borderline cases discussions with the LADO can be held informally and without naming Leaping Toads or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case.
- 6.4 In considering the available options, including redeployment of the member of staff or volunteer, the LADO and the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO or the police.
- 6.5 As noted in para. 2.2.6 above, where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS. In cases involving teaching staff, the School will also decide whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.
- 6.6 Where required to do so, we will provide information requested by the DBS or NCTL in respect of a member of staff or volunteer in accordance with our legal duty.
- 6.7 Communications with the Leaping Toads Centre community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case) and there are statutory reporting restrictions on publication of details of allegations. Every effort will be made to maintain confidentiality and guard against unwanted publicity.
- 6.8 If there has been a substantiated allegation against a member of staff, the Centre will work with the LADO to determine whether there are any improvements to be made to its procedures or practice to help prevent similar events in the future.

7 Roles and Responsibilities

- 7.1 Leaping Toads has procedures which details the roles and responsibilities of all staff, and volunteers in relation to safeguarding. In summary every member of staff and every volunteer who assists the Centre should:
 - 7.1.1 Protect pupils from abuse
 - 7.1.2 Follow Leaping Toad's safeguarding policy and procedures, and read at least Part 1 of *Keeping Children Safe in Education*, including updates to this document
 - 7.1.3 Know how to access and implement the procedures
 - 7.1.4 Know the identity of the Leaping Toads Designated Safeguarding Lead/s and who to speak to in the absence of the Designated Safeguarding Lead/s
 - 7.1.5 Report all safeguarding concerns to the Designated Safeguarding Lead (subject to paragraphs 5.12.4 and 6.2 of this policy)
 - 7.1.6 keep a record of any safeguarding concern, conversation or incident (in accordance with paragraphs 3.2 and 5.11 of this Policy)
 - 7.1.7 undertake appropriate training as detailed in 2.2.2 above.

8 Referring Concerns to Social Services

- 8.1 The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should usually only be taken by the Head or by the Designated Safeguarding Lead, who will liaise with the Head as appropriate, following consultation with Social Services. In cases of serious harm the police will be informed from the outset. However, anyone can refer their concerns to children's social care directly (see section 9 below).
- 8.2 In the case of concerns about a pupil being at risk of radicalisation, centre staff should use their professional judgement and act proportionately. This may include reporting to the Designated Safeguarding Lead and making a referral through the *Channel* programme.
- 8.3 The Head and/or Designated Safeguarding Lead should notify the legal office of any referral made to Social Services or the police.
- 8.4 Subject to 8.1 above and the advice of Social Services, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.
- 8.5 In accordance with paragraph 5.12.2 of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to Social Services within 24 hours.
- 8.6 In the event of Leaping Toads making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether

and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.

- 8.7 Social Services are required to acknowledge written referrals within one working day, although schools should expect a prompter response in cases which appear to be urgent. If Leaping Toads has not heard from Social Services after two working days it should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the Centre has spoken should be kept.

9 Duty to Report Concerns About the Management of Safeguarding

- 9.1 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime, and feel confident that such concerns will be taken seriously by the senior leadership team.
- 9.2.1 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns to the attention of the Head, the Designated Safeguarding Lead, or to the senior leadership team.
- 9.2.2 However, where someone reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should refer their concerns to children's social care directly, or use the NSPCC whistleblowing helpline (see section 11 below for contact details).

10 Monitoring and Review

- 10.1 The working of this Policy will be monitored locally by the Designated Safeguarding Lead at Leaping Toads, who will report, as required, to the Head.
- 10.2 The proprietors of Leaping Toads, will undertake an annual visit and other periodic checks in order to monitor the Centre's implementation of these policies and procedures, together with a review of the safeguarding incidents that have arisen and how they were managed.
- 10.3 This policy was last reviewed and updated on 27th February 2018 (following its prior review on 28th February 2017) and will be reviewed again in the event of any significant changes or by February 2019 at the latest.

11. Key Contacts (Primary contacts highlighted in orange)

11.1 DSLs

Leaping Toads Designated Safeguarding Lead (DSL) and Head:

Simona Staputiene - Direct Line: 07900 106 971 – simona@litt.co.uk

Leaping Toads Deputy Designated Safeguarding Lead:

Alma Sleckute - Direct Line: 07778 162 755 – alma@litt.co.uk

11.2 Multi Agency Contacts:

- **LBBB MASH unit – (Multi-Agency Safeguarding Hub):**

Tel: 0208 227 3811 (24 hours, 7 days per week)

Other numbers if required - MASH out of hours: 020 8724 3750

- **LADO - Barking and Dagenham Local Authority Designated Officer:**

Mike Cullern, LBBB LADO for Education and Early Years & Safeguarding Lead for Education (has visited Leaping Toads Centre)

Tel: 020 8227 3934 Mobile: 07875 993 857

Email: mike.cullern@lbbd.gov.uk

Lorraine Giles, LBBB LADO for non-education settings & Safeguarding Manager

Tel: 020 8227 2265 Mobile: 07875 993 855

Email: lorraine.giles@lbbd.gov.uk

Email for all Referrals should be sent directly to the secure government email address:
lado@lbbd.gcsx.gov.uk

- **Joy Barter**, Group Manager Early Years and Childcare
Integrated Family Services – Early Years and Childcare

Tel: 0208 227 5533 Mobile: 07870 287 335

Email: joy.barter@lbbd.gov.uk

- **LBBB Local Safeguarding Children Board (LSCB):** Tel: 020 8227 3578

- **LBBB Children's Services Duty and Assessment Team:** 020 8227 3852 / 020 8594 8356

- **LBBB Family Information Service:** 020 8227 5395

Police:

Local Police: (in an emergency always dial 999)
Police (non-emergency): 101
Police – speak to a Duty Inspector: 0300 333 3000
Police – Child Abuse Investigation Team: 020 8345 2957

Other Helplines:

NSPCC Child Protection Helpline:
Tel: 0800 800 5000 (freephone)
Text: 88858
Email: help@nspcc.org.uk
Website: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>

Domestic Violence 24 Hour National Helpline:
(run in partnership between Women's Aid and Refuge):
Tel: 0808 200 0247 (freephone)

Young Minds Helpline (emotional wellbeing, behavior, mental health):
Tel: 0808 802 5544 (freephone) access Monday to Friday 9.30am – 4pm

Barking and Dagenham Community alcohol and substance service:
Tel: 020 8595 1375

Ofsted General Enquiries: 0300 123 1231
DfE dedicated telephone helpline/mailbox for non-emergency advice for staff: 020 7340 7264
CEOP (Child Exploitation and Online Protection Centre) 0870 000 3344 (or 999 in an emergency)
or www.ceop.police.uk

Prevent Counter-Extremism:

Department for Education:
Dedicated Tel: 020 7340 7264 (Prevent non-emergency advice)
counter.extremism@education.gsi.gov.uk

Gareth Tuck, Barking and Dagenham Prevent Duty Co-ordinator:
Tel: 020 8227 3875
gareth.tuck@lbbd.gov.uk

Agreement to Work in Accordance with Leaping Toads Safeguarding and Child Protection Policy and Procedures

Leaping Toads is committed to supporting all staff and volunteers to carry out their roles and responsibilities effectively and to ensure that the highest standards of professional conduct are maintained at all times. We rely on you to help us safeguard and promote the welfare of the pupils in our care.

No member of staff or volunteer is allowed to develop an intimate or sexual relationship with a pupil under 18 years. This is regarded as an “Abuse of Trust” and is a criminal offence. An intimate or sexual relationship with a pupil of any age is regarded as gross misconduct under Leaping Toad’s Disciplinary Procedure.

All staff (including visiting teachers and sport coaches) and volunteers should help the centre by reporting concerns they have about misconduct, inappropriate behaviour or abuse by any staff member or volunteer. Concerns must be reported in good faith and must not be malicious.

All staff are also under a duty to alert Leaping Toads to any changes to their own personal circumstances which may affect their suitability to work with children, which may (in the case of staff and others who work with children in the early years or directly manage the setting) include any convictions, cautions, court orders, reprimands and warnings affecting other people living or working in their household. **If you have any queries about your role in relation to safeguarding or if you have any ideas that could help to keep pupils safe/ promote their welfare, talk to the Designated Safeguarding Lead.**

Agreement

I have received, read and understood copies of:

1. Leaping Toads Safeguarding and Child Protection Policy
2. Part 1 of *Keeping Children Safe in Education 2016* (including Annex A for school leaders and those who work directly with children)
3. The Whistleblowing Policy
4. Safeguarding Procedures sections:
 - Identifying and Responding to Pupils at Risk of Harm
 - Confidentiality, Information Sharing and Consent
 - Code of Conduct: Promoting Safe Practice
 - Appendix 3. Sources of Support for Staff and Volunteers
 - Appendix 5. Leaping Toads Record of Safeguarding Concern form

The Designated Safeguarding Lead is: [Simona Staputiene 07900 106 971 simona@ltlt.co.uk](mailto:simona@ltlt.co.uk)
The Deputy Designated Safeguarding Lead is: [Alma Sleckute 07778 162 755 – alma@ltlt.co.uk](mailto:alma@ltlt.co.uk)

I agree to work in accordance with the Leaping Toads Safeguarding and Child Protection Policy and Procedures, and any future changes to these

Name (print) Role.....

Signed..... Date

This will be placed in your Staff file

Signed by Designated Safeguarding Lead: Date.....