**Fun 4 Sports**

**Safeguarding and Child Protection Policy**

**The Designated Safeguarding Lead is Daniel Noel.  
The 2 Deputy Designated Safeguarding Lead is Ashley Wayne Da Santos and Kamal Creary**

**PART 1: Policy**

1. **Definitions**

* **Safeguarding** is defined as: Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes;
* **Child Protection** refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child. Keeping Children Safe in Education

1. **Introduction**

At Fun 4 Sportssafeguarding 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. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

Fun 4 Sportsis committed to safeguarding and promoting the welfare of children by:

* The provision of a safe environment in which children can learn;
* Fulfilling our statutory (legal) responsibilities to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm.

All action taken by Fun 4 Sports will be in accordance with:

* **Current legislation:[[1]](#footnote-1)**
* **Statutory guidance:**

**Working Together to Safeguard Children (2018**), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and protect them from harm; in addition it sets out the statutory roles and responsibilities of schools and educational services.

**Keeping Children Safe in Education (2019)** is statutory guidance issued by the Department for Education which all schools, colleges and educational services must have regard to when carrying out their duties to safeguard and promote the welfare of children.

**The Teacher Standards 2012** state that teachers, including head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Key documentation, procedures and guidelines are detailed in Appendix A.

All staff at Fun 4 Sports has a duty and responsibility to safeguard children attending our program, irrespective of their role:

* Identifying concerns early and providing help for children, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989; i.e. Section 17 (Children in Need) and Section 47 (a child suffering harm, or likely to suffer significant harm). These concerns should be discussed with Fun 4 Sports Designated Safeguarding Lead (DSL).
* All staff should be aware of the process and principles for sharing information within Fun 4 Sports which supports safeguarding.
* All staff should be aware of their local early help process and understand their role within it.
* The most important consideration is whether sharing information is likely to safeguard and protect a child. **Any staff member** who has a concern about a child’s welfare should follow the referral processes set out in Appendix B.

**This policy should be read in conjunction with the following policies:**

* Whistleblowing
* Code of Conduct for Staff
* Anti-Bullying
* Behaviour
* Online Safety
* Policy on Supporting Children in Care
* Attendance
* Health, Safety and Wellbeing

1. **Equalities Statement**

We are committed to anti-discriminatory practice and recognise children and families’ diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding we will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

1. **Overall Aims**

This policy will contribute to the safeguarding of pupils at Fun 4 Sports by:

* Clarifying standards of behaviour for staff and pupils/students;
* Contributing to the establishment of a safe, resilient and robust safeguarding ethos in our company, built on mutual respect, and shared values;
* Working along side schools that teach children about safeguarding, including online safety, through teaching and learning opportunities, as part of broad and balance curriculum;
* Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect;
* Developing staff awareness of the causes and consequences of abuse and neglect;
* Developing staff awareness of the risks and vulnerabilities their pupils face by addressing concerns at the earliest possible stage;
* Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation or victimisation;
* Working in partnership with pupils, parents and agencies.

This policy will contribute to supporting the pupils at Fun 4 Sportsby:

* Identifying and protecting the most vulnerable;
* Assessing individual needs where possible; and
* Designing plans to meet those needs.

1. **Expectations**

All staff and visitors will:

* be familiar with this safeguarding policy;
* be subject to safer recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
* be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
* be alert to signs and indicators of possible abuse and neglect;
* record concerns and give the record to the DSL.
* **If a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately**. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

**Training**

**All** staff members will receive appropriate safeguarding and child protection training, which is regularly updated. In addition, **all** staff should receive safeguarding and child protection updates (for example, via email, newsletters and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

* All training will be effective and comply with the law at all times.
* The DSL and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.
* The DSL will undertake relevant Prevent awareness training and in turn will provide advice and support to staff on protecting children from the risk of radicalisation.
* Online safety training for staff will be integrated, aligned and considered as part of the overarching safeguarding approach.

1. **Role of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) is Daniel Noel who undertakes lead responsibility for safeguarding and child protection within Fun 4 Sports. Details of our DSL and Deputy DSL are available on our website

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding child protection remains with the DSL.

The broad areas of responsibility for the DSL are:

* **Liaise** with the local authority and other agencies;
* **Managing referrals** to other agencies including: the local authority children’s social care in cases of suspected abuse; Police Counter Terrorism Unit where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies;
* **Work with others** to fulfil statutory responsibilities in relation to children subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) as required. DSLs should also liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
* **Undertake Training** to ensure the DSL (and any deputies) has the knowledge and skills required to carry out the role (updated every 2 years). Further knowledge and skills should be updated at regular intervals and shared with relevant parties as appropriate;
* **Raise Awareness** to ensure our safeguarding and child protection policies are known, understood and used appropriately.
* **Manage safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files
* **Availability** of the DSL (or any deputies) needs to be ensured for staff to discuss any safeguarding concerns.

1. **Creating a Culture of Safeguarding**

**Safer Recruitment and Selection**

Fun 4 Sports pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2019) including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks, dependent on the role and duties performed, including regulated and non-regulated activity. All recruitment materials will include reference to Fun 4 Sports commitment to safeguarding and promoting the wellbeing of pupils.

**Staff Support**

It is recognised the stressful and traumatic nature of safeguarding and child protection work. Fun 4 Sportswill support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. Further, Fun 4 Sports will endeavour to create a robust safeguarding culture and environment, so that staff feel comfortable to discuss matters outside the workplace, which may have implications on their practice to safeguarding of children in the school.

**Whole Approach**

All policies which address issues of power and potential harm, for example anti-bullying, equalities, use of reasonable force, positive behaviour, will be linked to ensure a whole approach.

The safeguarding policy cannot be separated from the general ethos of Fun 4 Sports, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children 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 act in the **best** interests of the child.

**Identification of those at increased risk or have additional safeguarding needs**

Certain groups of pupils are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care, young carers, those living in households where there is domestic abuse, and/or substance misuse, etc. It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs.

**Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside Fun 4 Sports. All staff should be considering the context within which incidents and or behaviours occur, this is known as contextual safeguarding**.**

1. **What Staff Need to Know**

All staff need to be aware of the systems within Fun 4 Sports which support safeguarding and child protection – this forms part of the induction process but also on-going training which is regularly updated. All staff should:

* know the DSL and any deputies and how to contact them;
* read and understand this policy and revisit it annually or when significantly amended;
* attend safeguarding training;
* be aware of the Fun 4 Sports procedures in order to identify those pupils in need of early intervention/help and take appropriate and timely action where there are concerns for the welfare and protection of children, particularly concerning referrals of cases of suspected abuse and neglect;
* adhere to the Fun 4 Sports Code of Conduct and behaviour management policies;
* know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation - as this may ultimately not be in the best interests of the child
* be clear as to the Fun 4 Sports policy and procedures with regard to peer on peer abuse and children missing education;
* report concerns about a child immediately or as soon as it is practicable to the DSL. If the DSL, deputy DSL or member of SLT is not available and a child is in immediate danger or is at risk of harm a referral should be made to children’s social care or the police immediately. The DSL should be informed as soon as possible after the incident is reported;
* be aware of signs of abuse or neglect and the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) (see Appendix D);
* have the skills, knowledge and understanding to keep looked after children and previously looked after children safe;
* Be aware of whistleblowing procedures to the senior leadership team if they have concerns about safeguarding practices within Fun 4 Sports. Where a staff member feels unable to raise an issue with the senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing> The NSPCC whistleblowing helpline is available from [here](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
* Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers.** If a **coach**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the coach **must** report this to the police.

Regulated professionals have a [mandatory reporting duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf) to report cases of known FGM. The duty requires that they themselves report known incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM, the BSCB have issued [FGM Safeguarding Guidance 2017-2020](https://bristolsafeguarding.org/children-home/professionals/#FGM) .

* Report their concerns to the DSL if they think a pupil may be at risk of radicalisation or involvement in terrorism;
* Report any potential safeguarding concerns about an individual’s behaviour and actions towards children immediately. Allegations or concerns about colleagues and visitors must be reported directly.
* Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.
* ‘Reasonable Force’ refers to the physical contact to restrain and control children,’ using no more force than is needed’. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be taken into account. The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance.

1. **Key Safeguarding Areas**

In addition to the above there are other areas of safeguarding that Fun 4 Sports has a responsibility to address and these include

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| **Child Sexual Exploitation (CSE) and Trafficking** CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation can take many forms, ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. | **Female Genital Mutilation (FGM)** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.  Professionals in all agencies, individuals and groups from the wider communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential risk indicators which may indicate that a girl maybe likely to be subjected to FGM or that she may have suffered FGM. These are detailed in the [Multi-agency statutory guidance on female genital mutilation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf) issued by the home office.  It is important to recognise that FGM is a form of child abuse and is significantly harmful. Fun 4 Sports needs to follow the Local Safeguarding Children Board’s policies and practices as assessing potential cases will require a robust multi-agency approach. Details of this can be found on the [BSCB FGM Safeguarding Guidance2017-2020](https://bristolsafeguarding.org/children-home/professionals/#FGM). |
| **All types of Peer on Peer Abuse including: Bullying, Cyber Bullying, Physical Abuse, Sexual Violence, Sexual Harassment, Sexting, Upskirting, Initiation and Hazing type violence**  **Fun 4 Sports has a separate Anti Bullying Policy which is accessible from the website, our aim is to** eliminate discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010. We should tackle prejudice and promote understanding between those who share a protected characteristic and those who do not, as set out in the Equality Act 2010. The definition that has been adopted by the government and should be used when considering prejudice related incidents is any incident which is perceived to be prejudice by the victim or any other person’ | **Forced marriage** is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females. |
| **Domestic violence and abuse, Gender-based violence** **and teenage relationship abuse** involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.  **So-Called Honour-based Violence**  So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. | **Gangs and youth violence**. Coaches and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.  **Serious Violence** All staff should be aware of the signs that indicate a child is at risk of, or involved with serious violence, this includes: absence from school, change of friendship group, unexplained injuries, self- harm, unexplained gifts or possessions. Staff should also be aware of relevant guidance: [Preventing youth violence and gang involvement](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)  **Child Criminal Exploitation** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Consideration should be given to the trafficking element of this area of safeguarding and if appropriate a referral is made to the National Referral Mechanism. Staff should be aware of the following guidance: [Criminal Exploitation of children and vulnerable adults: county lines guidance.](https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines) |
| **Drugs**. As part of Fun 4 Sports duty to promote pupils’ wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government’s drug strategy (2010) to provide information, advice and support to pupils via the curriculum | **Fabricated or induced illness.** This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them. |
| **Child and Adolescent Mental Health.** Good mental health and resilience are fundamental to our children’s physical health, relationships, education and to achieving their potential. | **Faith abuse**. The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse. |
| **Radicalisation:** Fun 4 Sports is aware of its responsibilities under the Prevent Statutory Duty through the Counter Terrorism and Security Act 2015. The duty requires us to consider the need to safeguard children from being drawn into terrorism. The duty is designed to help ensure that vulnerable individuals who are at risk of radicalisation are supported as they would be under other safeguarding. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. Our pupils are to challenge these ideas and build their resilience to radicalisation. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into supporting terrorism and extremism and challenge extremist ideals. | **Private Fostering** is essentially arrangements made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.  Fun 4 Sports has a responsibility to refer to Children's Services and any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.  Consideration should be given to arrangements for ‘staying with host families’ if they would constitute private fostering arrangement. |
| **Online Sexual Abuse** The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child’s immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers. |  |
| **Sexual Violence and Sexual Harassment between children in schools and colleges**  Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.  Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** children involvedare taken seriously and offered appropriate support. | **Children and the Court System**  A child may at some point experience the court system for a number of different reasons this may include being a witness to a crime or it could be as a result of child care arrangement being made in the Family Court. Whatever the reasons it is important the child is supported through this process |
| **Children with a Family Member in Prison**  These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. | **Homelessness**  Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. |
|  | **Online Safety**  The breadth of issues classified within online safety is considerable and can be linked to issues such as child sexual exploitation and radicalisation. Issues can be categorised into three areas of risk:  • C**ontent:** Being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;  • C**ontact: B**eing subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and  • C**onduct:** Personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.  Fun 4 Sports will ensure it is proactive in addressing online safety through:   * **Education** of pupils * **Keeping parents up to date**; * **Reviewing online safety practices** as part of a whole approach to online safety; * **Filtering and monitoring** to protect users but not leading to unreasonable restrictions; * **Staff training** which is integrated, aligned and considered as part of the overarching safeguarding approach; * **Information sharing** to enable the community to be kept up to date. * **Reference to government guidance** [Teaching online safety in school](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) |

**Part 2: Procedures**

1. **Reporting Concerns**

The procedure to respond to a concern about a child is detailed in Appendix B. When a concern needs to be referred to the DSL, the template shown in Appendix B must be used in all cases before being handed to the DSL or deputy DSL.

1. **Involving Parents and Carers**

In general, the DSL will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when Fun 4 Sports will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

1. **Multi Agency Working**

Staff work in partnership with other agencies in the best interests of the children. If there are child protection concerns, referrals should be made by the DSL (or Deputy DSL) to First Response by phone (0117 9036444); in less urgent cases, the DSL should use the web form to contact First Response. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

We will co-operate with any child protection enquiries including statutory safeguarding assessments conducted by children’s social care: Fun 4 Sports will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Where a pupil is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the Fun 4 Sports will contribute to the preparation, implementation and review of the plan as appropriate.

1. **Private Fostering Arrangements**

When Fun 4 Sports become aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for longer than 28 consecutive days in that person’s home, they should raise this, in the first instance, with the DSL. Fun 4 Sports should notify the local authority of the circumstances, via First Response. Once notified, the local authority will check that the arrangement is suitable and safe for the child and assess the child’s circumstances.

1. **FGM Reporting Guidance**

**Mandatory reporting duty (regulated staff only e.g. teachers):**

Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to phone First Response to notify of this.

For suspected cases, there are risk indicators that staff need to be made aware and these can be found in the [BSCB FGM Safeguarding Guidance 2017-2020](https://bristolsafeguarding.org/children-home/professionals/#FGM).

If there is a suspicion that a girl may be travelling for the purposes of FGM, or that they have had a spell of sickness and absence where there are signs that the girl has been subjected to the practice, Fun 4 Sports will follow its safeguarding processes.

**Prior to referring to First Response**, The Designated Safeguarding Lead will conduct a FGM Referral Risk assessment to ensure a proportionate response. As part of this they may invite parents to discuss travel arrangements and their attitudes towards the practice. An explicit conversation with the parent will need to take place about FGM, highlighting that the practise is illegal in this country and is classified as child abuse. It should be made clear that the law in this country protects girls who are habitually resident abroad so that it is also illegal to take the girl overseas to perform FGM. As part of the FGM referral risk assessment the parent’s response and reactions to this will be noted. Consent should be sought to seek or share information to support an effective assessment of risk. The Designated Safeguarding Lead will use the FGM risk assessment to determine whether any further action should be taken. Proportionate action will be taken in response to any identified risks. If a girl is identified to be at high risk of FGM, then a referral to First Response should be made.

**What happens next?**

First Response will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed. If the outcome of the FGM referral risk assessment is low, then Fun 4 Sports will provide the family with literature containing advice and guidance. Fun 4 Sports will continue to monitor and support the needs of the girl as part of their universal offer.

If the outcome of assessment is medium or high, referral to First Response will need to be considered where a safeguarding assessment will be undertaken by a social worker. Further action may be taken to reduce the risk of FGM being practiced using a Signs of Safety approach.

1. **Children Missing from Education (To be read in conjunction with the Attendance Policy)**

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school’s or college’s procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

1. **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

* Is serious, and potentially a criminal offence;
* Could put pupils at risk;
* Is violent;
* Involves pupils being forced to use drugs or alcohol;
* Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

* You must tell the DSL and record the allegation, but do not investigate it;
* The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
* The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed;
* The DSL will contact the children and adolescent mental health services (CAMHS), and other agencies if appropriate.

We will minimise the risk of peer-on-peer abuse by:

* Challenging any form of derogatory or sexualised language or behaviour;
* Being vigilant to issues that particularly affect different vulnerable groups
* Ensuring pupils know they can talk to staff confidentially
* Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

1. **Sexual Violence and Sexual Harassment**

This is a particular form of peer on peer abuse. Dealing with such cases are complex and the DSL will take a lead role in managing the situation on a case by case basis. However, all staff should ensure that

* **All** who experience abuse arereassured that they are being taken seriously and that they will be supported and kept safe;
* Those who experience abuse should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment;
* Nor should those who experience abuse ever be made to feel ashamed for making a report.

1. **The Prevent Duty**

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Police.

All referrals are received by the Police to consider and screen and the vulnerability is assessed, this may involve a multi-agency Channel panel to gather information from partners and meet to consider the referral, agree level of vulnerability and what kind of support may be needed. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. An individual’s engagement with the programme is entirely voluntary at all stages. To make a referral, complete the referral form and send it to the Police Prevent Team

1. **Sharing of Information**

Whilst the General Data Protection Regulation (GDPR) 2016 and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

**Appendix A**

**Key Documentation, procedures and guidance**

* Keeping Children Safe in Education (2019)
* What to do if you’re worried a child is being abused: advice for practitioners (2015)
* Working Together to Safeguard Children (2018)
* Designated teacher for looked after children (2018)
* Prevent Duty Guidance for England and Wales (2015).
* CONTEST strategy 2018
* Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018).
* The Teachers’ Standards (2012)
* Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
* Listening to and involving children and young people (2014)

### [Alternative provision](https://www.gov.uk/government/publications/alternative-provision) (2016)

### [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies) (2016)

### [Children Missing Education](https://www.gov.uk/government/publications/children-missing-education) (2016)

### School behaviour and attendance: parental responsibility measures (2013)

### Multi-Agency statutory guidance on female genital mutilation (2016)

### Promoting the education of looked-after children (2018)

### Supervision of activity with children (2012)

### Disqualification under the Childcare Act 2006 (2018)

### [Education for children with health needs who cannot attend school](https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school) (2013)

### [SEND code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) (2015)

### [Supporting pupils at school with medical conditions](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) (2015)

* Sexual violence and sexual harassment between children in schools and colleges (2018)
* Use of Reasonable Force in Schools (2013)
* Searching, Screening and Confiscation Advice 2018

Preventing and tackling bullying 2017

The Equality Act 2010 and schools

Exclusion from maintained schools, academies and pupil referral units in England 2017

**Appendix B**

**Reporting Concerns**

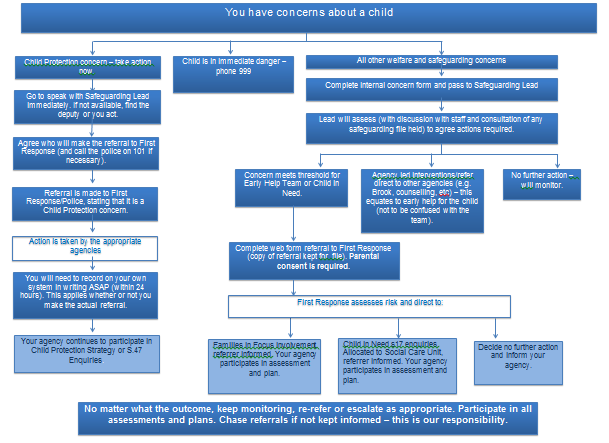
When making a referral about a child to Daniel Noel (DSL) or, in his absence, Kamal Creary or Ashley Da Santos.

* All other members of staff - use the agreed template. Copies are also available from Daniel Noel.

Please also follow the guidance set out in Appendix C when making a referral to the DSL.

Only call First Response or the Police if the child is at immediate risk of harm.

This is a flowchart showing how concerns around a child are handled at Fun 4 Sports. This flowchart is followed by the DSL and all staff at Fun 4 Sports, subject to the guidance above:



**Appendix B (contd.)**

**Reporting Concerns to the DSL**

All members of staff need to use this agreed template below. Copies are also available from Daniel Noel

**Appendix B**

**Dealing with a Disclosure of Abuse**

**When a child tells me about abuse s/he has suffered, what must I remember?**

* Stay calm.
* Do not communicate shock, anger or embarrassment.
* Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
* Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
* Encourage the child to talk but do not ask "leading questions" or press for information.
* Listen and remember.
* Check that you have understood correctly what the child is trying to tell you.
* Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
* It is inappropriate to make any comments about the alleged offender.
* Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
* At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
* As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.
* It is not staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**Remember:** All members of staff must alert Daniel NoelAll other members of staff must record concerns on the agreed

**Recognise – Respond – Reassure – Refer - Record**

**Appendix D**

**Types of abuse and neglect**

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* Being more prone to peer group isolation than other children;
* The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
* Communication barriers and difficulties in overcoming these barriers.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services. Our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

|  |  |
| --- | --- |
| **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 of, or deliberately induces, illness in a child. | **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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. |
| **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 in 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. | **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 a child 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. |

1. [↑](#footnote-ref-1)