

# SAFEGUARDING CHILDREN, YOUNG PEOPLE AND ADULTS AT RISK

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# Introduction

## Introduction

This policy outlines Inspire's commitment to safeguarding children, young people, and adults at risk, ensuring their protection from harm and abuse (see appendix 1 for definitions of types of abuse). Safeguarding is the responsibility of all. The purpose of this document is to define Inspire's safeguarding policy and procedures, specifically designed to protect vulnerable individuals.

## Definitions

- **Children:** Everyone under the age of 18.
- **Young People:** Individuals between the ages of 14-17.
- **Adults:** Anyone over the age of 18.
- **Adult at Risk:** Aged 18 years or over, any person who may need community care services by reason of mental or other disability, age, or illness, and who is or may be unable to take care of themselves to protect themselves against significant harm or exploitation.
- **Learner:** Any child, young person, or adult at risk currently engaging in Inspire's programmes.
- **Staff:** Includes any person employed by Inspire, as well as apprentices, volunteers, trustees, agency staff, or anyone working on behalf of Inspire.

## Safeguarding and Promoting Welfare

- **Children and Young People:**
  - Protecting from maltreatment.
  - Preventing impairment of health or development.
  - Ensuring safe and effective care.
  - Enabling the best outcomes in life.
- **Adults at Risk:**
  - Protecting the right to live safely, free from abuse and neglect.
  - Preventing harm and reducing the risk of abuse or neglect.
  - Promoting wellbeing, considering views, wishes, feelings, and beliefs.
  - Recognizing complex interpersonal relationships and potential risks.

## Roles and Responsibilities

- **The Safeguarding Team:**

**Designated Safeguarding Trustee:** Alan Whittaker

**Designated Safeguarding Lead (DSL):** Jackie Partridge

- Tel: 07590 983288
- Email: [jackiep@inspirecharityuk.org](mailto:jackiep@inspirecharityuk.org)

**Deputy Designated Safeguarding Lead (DDSL):** Lisa Waelend

- Tel: 07984 348931
- Email: [lisaw@inspirecharityuk.org](mailto:lisaw@inspirecharityuk.org)

#### **Safeguarding Officers:**

- Emily Perrin
  - Tel: 07590 983295
  - Email: [emilyp@inspirecharityuk.org](mailto:emilyp@inspirecharityuk.org)
- Kaitlin Constance
  - Tel: 07375 649653
  - Email: [kaitlinc@inspirecharityuk.org](mailto:kaitlinc@inspirecharityuk.org)

- **Safeguarding Email:** [safeguarding@inspirecharityuk.org](mailto:safeguarding@inspirecharityuk.org)
- **Safeguarding Mainline:** 0330 055 0033

- **Responsibilities:**

- Responding to, recording, and referring safeguarding issues.
- Communicating with external agencies.
- Supporting staff on safeguarding issues.
- Reviewing safeguarding implications in charity work.
- Developing the charity's safeguarding approach.
- Considering safeguarding in staff appointments.
- Delivering safeguarding training for new staff and ongoing professional development.

#### **Referral Procedure**

- Log concerns on a secure internal system.
- Assess concerns and refer to the Multi Agency Safeguarding Hub (MASH) using the appropriate portal.
- Monitor referrals and update incident records.

#### **Line Managers and Safeguarding Team**

- Ensure staff attend safeguarding sessions and complete annual training.
- Ensure compliance with the policy and proper procedures.

#### **All Staff**

- Adhere to the policy and procedures.
- Operate within codes of conduct.

## Policy

Inspire seeks to provide an inclusive environment where everyone can work safely, and children, young people, and adults at risk can engage with the charity's activities and enjoy programmes provided through the work of the charity.

Inspire is committed to taking responsibility for and promoting the welfare of all children, young people, and adults at risk. We are committed to practicing in a way that protects them, and to ensuring no child, young person, or adult at risk on our programmes will experience abuse of any kind.

Inspire is also committed to providing a clear framework for those working for or with the charity, ensuring the safety of everyone involved in its activities. This policy applies to all staff, including senior managers, trustees, volunteers, sessional workers, agency staff, and anyone acting on behalf of Inspire.

Therefore, Inspire's policy is to:

- Ensure that the welfare of children, young people, and adults at risk is of paramount importance, regardless of age, gender, ability, or race.
- Respond swiftly and appropriately to all suspicions or allegations of abuse, and to ensure confidential information is shared with and restricted to the appropriate external agencies.
- Ensure that all staff, volunteers, and trustees working with children, young people, or adults at risk are carefully recruited, in line with our charity's safer recruitment policy which includes being checked by the Disclosure and Barring Service (DBS), having two appropriate references, and understanding and accepting their responsibility for the safety of children, young people, and adults at risk in their care.
- Raise the awareness of all staff, volunteers, and trustees of child protection issues through the provision of mandatory training, continued professional development, and staff inductions.
- Create an environment where staff feel able to raise concerns and feel supported in meeting their safeguarding responsibilities.
- Monitor and review the effectiveness of this policy on a regular basis.
- Ensure that the principles of this policy are adopted by all individuals with whom Inspire works, meeting the same level of determination about the safety of children, young people, and adults at risk.

Inspire's safeguarding policy and procedures will also seek to effectively manage the risks associated with activities and provisions involving children, young people, and adults at risk by:

- Completing a risk assessment process which involves identifying risks and means of reducing and mitigating these.
- Implementing the required actions identified on the risk assessment and reviewing the effectiveness of these on a regular basis.
- Ensuring the appropriate DBS checks are conducted before any individual can work and support a child, young person, or adult at risk (see Inspire DBS Policy).
- Requiring new employees and individuals to familiarise themselves with the content of this policy, complete specific online training modules, and receive a safeguarding induction from a member of the safeguarding team.
- Informing all young people, and adults at risk, as well as parents of children under 13 years old, that information about them is managed appropriately and there is a clear understanding of confidentiality and its limits among staff and volunteers (see Inspire data protection policy).
- Reporting Concerns
- All staff, volunteers, and learners must report safeguarding concerns using the same process. Safeguarding posters, displaying the steps for reporting a concern via a QR code, are prominently displayed in all Inspire centres (see appendix 4).

In alignment with the procedures outlined in the In-School Provisions and Reporting section of the policy, learners are

required to follow the safeguarding policies and procedures of the school.

## Legal Framework

This policy has been developed in line with government publications and in accordance with principles established within:

- Children & Families Act 2014
- United Convention of the Rights of the Child 2009
- Data Protection Act 2018
- Sexual Offences Act 2003
- Education Act 2011
- Children Act 2004
- Protection of Freedoms Act 2012
- Human Rights Act 1998
- Mental Capacity Act 2005
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Keeping Children Safe in Education (KCSIE) 2024
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021
- Working together to Safeguard Children 2023
- Inspire Suffolk has a separate PREVENT policy (see breathe); concerns regarding the potential radicalisation of children, young people, and adults at risk are dealt with under procedures set out in this separate policy.

## Procedures

### Guidance for Disclosures

Abuse of a child, young person, or adult at risk might be brought to your attention in the form of a disclosure, for example:

- A child, young person, or adult at risk might make a direct disclosure about themselves being abused.
- A child, young person, or adult at risk might make a direct disclosure about another child, young person, or adult at risk.
- A child, young person, or adult at risk might offer information that is worrying, but not a direct disclosure.
- A parent/guardian might offer information about a child, young person, or adult at risk that is worrying, but not a direct disclosure.
- The following are some key Dos and Don'ts if a child, young person, or adult at risk makes a disclosure: Always think **SMARTA**:

**Stay calm** – ensure the child, young person, or adult at risk is safe and feels safe.

**Make notes** and as soon as possible after the event write up a detailed account of what you and the learner discussed.

**Allow** the learner to speak without interruption, do not quiz them and be accepting of what you have been told (you should not be seen as believing or disbelieving what you have been told).

**Reassure the learner** and stress that they are not to blame, tell them that they are right to tell you and that you will try to offer support – but do not promise to keep it a secret and tell the child it is your responsibility to inform others.

**Tell the learner** that you will try to offer support but let them know what you will do next and that you will have to pass the information on to the Safeguarding Team.

**Alleviate feelings** of guilt and isolation, without passing any judgement.

### You can also:

- Ask the learner what they would like to happen because of what he/she has said, but don't make or infer promises you can't keep.
- Give the child or young person the ChildLine phone number: 0800 1111.
- Signpost learners to professional support services.

### Never:

- Press the learner for any details that may be inappropriate.
- Make promises you cannot keep.
- Take sole responsibility – report this to the Safeguarding Team so Inspire can protect the child, young person, or adult at risk, and so that you can also gain support for yourself.
- Ask any leading questions.

## Recognising Different Types of Abuse

A member of staff might be concerned about a child's, young person's or adult at risk's appearance or behaviour, or about the behaviour of another individual towards a child, young person, or adult at risk.

**Abuse:** A form of maltreatment of a child. Somebody may cause abuse or neglect a child or adult at risk by inflicting harm, or by failing to act to prevent harm. Children and adults at risk may be abused in a family or in an institutional 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.

At Inspire, safeguarding includes learner safety and protecting learners against all forms of abuse including (but not limited to) the following: bullying, criminal exploitation, discriminatory abuse, harassment, and internet/online abuse. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and can also have a significant impact on the health and emotional well-being of all the individuals involved.

Some signs that could alert staff and volunteers to the fact that a child, young person, or adult at risk might be being abused include:

- Unexplained bruising and injuries.
- Sexually explicit language and actions.
- Sudden changes in behaviour.
- Something a child or adult at risk has said.
- A change observed over a long period of time e.g., losing weight or being increasingly dirty or unkempt.
- Abuse can often be difficult to recognise as children and adults at risk may behave differently or seem unhappy for many reasons. However, it is important to understand the indicators of abuse and to be alert to the need to report a concern.
- More information on different types of abuse and their indicators can be found in Appendix 1.

## Early help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education, Health and Care plan.)
- has a mental health need.

- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from education, home or care; this includes persistent absences. (Appendix 3 Level Reporting Guide).
- has experienced multiple suspensions, is at risk of being permanently excluded from school or college or is in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a parent or carer in custody or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse.
- is misusing alcohol and other drugs themselves.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child.

## Reporting Suspicions and Concerns of Abuse

It is not the responsibility of staff to deal with suspected abuse, but it is their responsibility to report concerns. All safeguarding concerns need to be acted upon immediately. You may find that these suspicions back up other recorded incidents.

***Remember, do not investigate – do report.***

If a child, young person, or adult at risks' behaviour/appearance gives reason for concern or they have an unusual physical injury or they confide about abuse, this MUST be reported to the Safeguarding Team. To report a concern, complete the Safeguarding Concern Form here: <https://forms.office.com/e/pmvAqgtyxi> or see QR code in appendices.

It is essential when reporting a concern that the correct information is sent to the safeguarding team. Please ensure when you are making a referral that you follow the procedure below:

- Provide full names of the child, young person or adult (spelt correctly).
- If you are holiday club staff, please confirm the correct spelling on the registers, before inputting your concern.
- If you are delivery staff, please confirm the correct spelling on Views, before inputting your concern.
- Please Note: If a young person is known by one name, but their legal name is the one they are registered on Views with, then their form needs to be completed in their legal name.

Inspire has developed an Incident Level Guide (Appendix 3: Reporting Level Guide) to support staff when making reports of concerns. The guide will provide guidance and explain the process of notifying/ updating the relevant person and provide clarity of how to record the incident. The guide helps define each level based on the severity of the concern/incident and provides guidance on the most appropriate response required. If in doubt as to which level to classify an incident at, it is always better to report the incident based on a higher level because it can easily be deescalated later once incident details are clearer.

It is a requirement to report all concerns/incidents to the safeguarding team to log internally, regardless of the service you are working in.

An incident is any unplanned event that could result in injury or ill health. An incident also includes an allegation of misconduct, any safeguarding disclosures, and any near misses.

Importantly, it is any event that has impacted or could have the potential to impact the well-being of young people, their



families, or staff – these factors are always top priority. The impact on the organisation, in both legal, financial and reputational terms, also need to be considered in relation to the incident.

There are legal implications when handling incidents, especially the more critical incidents. The priority must be to take immediate action to give medical and welfare treatment to all involved and contain the severity of the incident.

- Level 1 Concerns/Incidents: Complete a safeguarding concern form (Appendix 4 Safeguarding Concerns Form) within 24 hours and ensure an RMP is completed should a learner require additional support.
- Level 2 Concerns/Incidents: All Level 1 responsibilities, contact the Safeguarding Team for advice during working hours.
- Level 3 Concerns/Incidents: Contact the Safeguarding team for advice immediately, complete a safeguarding concern form within 1 hour.
- Level 4 Concerns/Incidents: Contact 999 (if in immediate danger/harm), contact the Safeguarding Team immediately, complete a safeguarding concern form as soon as possible.

Once any immediate danger or emergency medical need has been dealt with, follow the steps set out in the Incident Levels in appendix 3.

The welfare of the learner should be a priority in your decision-making.

Issues that will need to be considered are:

- The learner's wishes and feelings.
- The parent's right to know (unless this would place the child or someone else in danger or would interfere with a criminal investigation.)
- The impact of telling or not telling the parent.
- An assessment of the risk to the learner and the source of that risk.
- Any risk management plans that currently exist.
- Remember the safeguarding team are always available to provide advice and guidance on any concerns you might have, but all concerns, suspicions, worries and incidents MUST be reported.

## Recruitment of Staff

Inspire is not legally obliged to follow KCSIE (Keeping Children Safe in Education) but we use this statutory guidance on safeguarding for schools as a benchmark for best practice within our organisation.

As part of this recruitment process it is important that we adopt robust procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities with Inspire.

All staff will have undergone and have satisfied all the necessary recruitment and vetting checks, in line with the charity's safer recruitment policy, including the need for an Enhanced DBS Disclosure (including Children's Barred List check). All staff are required to sign up to the DBS update service, which regularly checks a person's DBS status. Information relevant to safer recruitment and the DBS process at Inspire are detailed in the Inspire DBS Policy

## Work with Children, Young People and Adults at Risk

*Risk Management Plans - See lone working policy for further guidance.*

## Guidance for Safer Working

*See code of conduct for further guidance*

## Photography of Learners

*See data protection policy for further guidance.*

## Lone Working and Home Visits

There may be times when it is necessary for staff to be lone working – *please review Inspire’s Lone Working Policy for further information.*

## In-School Provisions and Reporting

Inspire delivers programmes within school settings. As part of the agreement between Inspire and the school, it is understood that the school's safeguarding policy and procedures will be followed in the event of any concerns. All safeguarding matters must be reported to the school's Designated Safeguarding Lead (DSL) and handled in accordance with the school's safeguarding policy. Additionally, Inspire staff are required to complete an Inspire Safeguarding Concern Form to inform the DSL of the incident and to ensure that Inspire has an official record of the matter and for the DSL to follow up where needed.

## Allegations against staff

In rare instances, staff in educational settings may be found responsible for child abuse. Due to their frequent contact with children, young people, and adults at risk, staff may face allegations of abuse. Inspire acknowledges that allegations of child abuse may be made for a variety of reasons, and that such allegations may or may not be substantiated. It is crucial that anyone handling an allegation remains impartial and ensures that investigations are thorough, timely, and free from undue delay. Inspire will assess whether a safeguarding concern meets the harm threshold and, if appropriate, will refer the matter to the relevant agencies for further action.

This policy will be used in respect of all cases in which it is alleged that a member of staff has:

- behaved in a way that has harmed a child or may have harmed a child and/or
- possibly committed a criminal offence against or related to a learner and/or
- behaved in a way that indicates they may not be suitable to work with children

Inspire will follow the Local Safeguarding Children’s Board procedures for managing allegations of abuse against staff, as set out in ‘Arrangements for Managing Allegations of Abuse Against People Who Work with Children or Those who are in a Position of Trust’. - [Safer Recruitment — Suffolk Safeguarding Partnership](#)

All allegations must be reported immediately to the safeguarding lead; the only exception is if the allegation is against the safeguarding lead, in which case the allegation must be reported to another member of the safeguarding team. The person receiving the report will then make an initial assessment, and as appropriate, refer the allegation to the Local Authority Designated Officer (LADO), within one working day of the matter being brought to the employer’s attention.

If the Safeguarding Lead has a concern that meets the criteria for LADO, they should complete the LADO referral form which can be found on the Suffolk Safeguarding Partnership Children’s website: <https://suffolksp.org.uk/working-with-children-and-adults/children/local-authority-designated-officers-lado/>

Alternatively, a form can be requested via an email to: [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk). Should the member of the safeguarding team reporting the concern wish to consult with the LADO about whether a concern reaches their criteria, or if they wish to discuss

immediate actions, they should contact the LADO on 0300 1232044.

Where it is believed that an identifiable learner may have suffered harm or be at risk of suffering harm, a safeguarding referral should also be made by the safeguarding team, as per safeguarding procedures by completing a Multi-Agency Referral Form (MARF) using the secure Suffolk Children and Young People's Portal.

Following a referral being received, the LADO will then establish, in discussion with the employer, that the allegation is within the scope of their procedures. If, following LADO initial consideration, the concern does not meet the LADO threshold, it is the responsibility of the employer to decide whether it is appropriate in the employment context to follow up that concern and how that is best achieved. However, as part of the initial consideration the LADO may provide a view on the next step.

If the parents/guardians of the learner concerned are not already aware of the allegation, the LADO will also discuss how and by whom they should be informed. In some circumstances a senior manager may need to advise parents of an incident involving their child straight away – e.g., if the learner has been injured while in the organisation's care and requires medical treatment.

The senior manager should inform the accused person about the allegation as soon as possible after consulting the LADO. If the person is a member of a union or professional association, they should be advised to seek support from that organisation. However, where the Police or Directorate of Health, Wellbeing and Children's Services may need to be involved, this should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person.

Where the situation is complex or the best method for sharing information and deciding next steps is to hold a meeting, the LADO will convene a LADO strategy meeting. Once a decision is made that a meeting is needed, a date will be set which takes account of the timescales for initial information gathering and investigation.

If after an initial meeting, there are ongoing investigations or the person in a position of trust is suspended, then a review meeting should be considered once outcomes are known. In cases where a police investigation is necessary, the meeting should also consider whether there are matters that can be taken forward in a disciplinary process in parallel with the criminal process, or whether any disciplinary action needs to wait for completion of the police enquiries and/or prosecution.

## Suspension

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

Suspension will be considered in any matter where the employer has reasonable and proper cause to suspect that a learner is at risk of harm, or the allegation warrants a police investigation, or where the retention of the staff member could cause serious concerns to the organisation.

Any decision around suspension should be taken in consultation with the employing organisation's HR team.

A staff member must not be automatically suspended without careful thought and consideration of the circumstances of the allegation. Suspension should not be a routine response to the need for an investigation. In making the decision, the senior manager for the organisation must consider the true purpose of a suspension, whether the person should be suspended from contact with children for the duration of the investigation, or until resolution has been reached. In any case, alternatives to suspension should be explored and advice sought from the LADO and the employing organisation's HR wherever possible.

Any suspension should be regularly reviewed by the employment organisation throughout the process and as new information is shared in consultation with HR and LADO.

## Information Sharing

There is a legal duty to share information related to safeguarding matters in accordance with Inspire's responsibilities to protect beneficiaries. Data protection legislation and any duty of confidentiality do not override the obligation to share safeguarding information appropriately when necessary. Staff should not discuss the allegations with anyone internally or external organisations, unless reporting the allegations to the safeguarding lead.

Please see the DFE guidance [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers](#)

## Child-on-Child abuse

Where the terms ‘victim’ and perpetrator’ are used within this section, they are done so in accordance with Keeping Children Safe in Education, 2024.

Inspire recognise that children, young people, and adults at risk can abuse other children, other young people, and other adults at risk, both inside and outside of the education setting, as well as online.

We also recognise that this is not something that children and young people find it easy to talk about. Sexual violence and sexual harassment can occur between young people and children of any age and gender. It can also occur through a group of young people, adults at risk and children sexually assaulting or sexually harassing a single person or group of people. Young people, adults at risk and children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, which could affect their educational attainment. If a serious sexual violence offense is reported, this may need to be reported to the police and the LADO. Inspire will work with the relevant external agencies to determine the appropriate next steps in the circumstances.

Inspire recognises that although child-on-child abuse can, and does, affect anyone, some groups are potentially more at risk than others, including:

- Girls
- LGBTQIA+
- Learners with SEND

Staff recognise it is our duty to ensure that we do all we can to eradicate child-on-child abuse or any form of sexual violence, abuse, or harassment from Inspire. We want our charity to continue to be a safe place for people to come and learn, free from judgement, abuse, and discrimination. Where incidents do occur, we want our learners to feel empowered to step forward, stand up and talk about their experiences. As such, we are absolutely committed to ensuring that when learners witness or encounter anything that causes them concern, or makes them feel uncomfortable, that they can come forward safe in the knowledge that staff will deal with concerns and issues appropriately and sensitively.

We will not tolerate child-on-child abuse and so will fully support learners, taking appropriate action(s) as required, for any breaches to our policies and offence caused to others. Inspire will investigate each case and consider the appropriate action taken by Inspire. In response.

## Staff Response and Modelling Appropriate Behaviour

All staff have an important role to play in preventing it and responding where they believe a learner may be at risk. This section of the policy therefore reflects Inspire’s expectations and procedures in respect of peer-on-peer abuse. Staff recognise that downplaying or dismissing responses can lead to a culture of unacceptable behaviour, an unsafe environment for learners and a culture that normalises abuse. Inspire’s staff understand the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” etc
- Challenging behaviours (potentially criminal in nature), such as physical contact

Staff have a duty to model acceptable behaviours and challenge those that are unacceptable; appropriately addressing behaviour and / or language that they see/hear that concerns them. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

## The ‘Calling in’ and ‘Calling out’ Approach

Inspire aim to create spaces of inclusion and belonging, therefore it is important to recognise, name, and address when individuals or groups with marginalised identities are experiencing harm, such as bias or discrimination. Inspire staff will adopt the ‘Calling in and Calling out’ approach. Staff are aware to consistently adopt this approach as part of a whole-charity commitment to eradicating this kind of harm from our setting, therefore helping to minimise the risk of peer-on-peer abuse between our learners.

**Calling in:** Calling in is a compassionate approach that involves privately discussing the harmful behaviour, including bias, prejudice, microaggressions and discrimination with the perpetrator, with an aim to educate and encourage change without public shaming.

**Calling out:** Calling out refers to publicly identifying and criticizing negative or abusive actions, often with the intention of holding the perpetrator accountable.

Some examples of behaviour and language that would be identified as ‘Calling In’ or ‘Calling Out’:

This approach should be applied to any language or behaviour which marginalises or discriminates an individual or group due to their race, age, religion, sexuality, gender, or disability.

Calling in	Calling out
Gender/discriminatory stereotypes	Discriminatory slurs- directed towards someone and used with knowledge of harm caused
Gendered language- language that has a bias towards a particular sex or social gender	Attitudes directed against a person
Gendered discriminatory slurs- not directed towards someone and used without knowledge of harm	Sexualised bullying- including sexual innuendo intended to make someone feel uncomfortable or humiliated
Key attitudes- victim blaming	Comments about someone’s body, appearance or clothing – whether they are online or in person
Beliefs that aren’t based on fact	Sexual harassment – unwanted sexual comments, unwanted sexual touching, up-skirting, sexual jokes

## Prevent

Inspire Suffolk has a separate PREVENT Policy. Concerns regarding the potential radicalisation of vulnerable adults are dealt with under procedures set out in this separate document.

Preventing radicalisation note:

This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of Inspire’s safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property, or

seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism.

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 reporting to the designated safeguarding lead (or a deputy).

## Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well-placed to regularly observe children, young people, and adults at risk, and identify behaviour that suggests that learners may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these learners' experiences can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the reporting guidance in this policy. Referrals can also be made to the Inspire Well-being Service for learners to access one-to-one mental health counselling.

Anyone accessing Inspire's services and provisions with severe mental illness (SMI) and high-level diagnosis may be assessed as a 'high-risk' either to themselves or others. These individuals will need to have a Risk Management Plan (RMP) in place to mitigate risks and create safety plans for individuals. The only exception to this will be if they are working with our Well-Being Service, because the counsellors follow the service level guidelines set out by the BACP, which are monitored by their clinical manager/lead. Some risks associated with SMI might include psychosis / suicide / homicide and/or harm to others.

If a learner is in a mental health crisis and suggesting they want to take their own life, staff can call 111 and ask for advice from the mental health crisis team. Parent/Guardians/Next of Kin should also be contacted to ensure they can continue to safeguard the individual at home.

## Subcontracted Learners

All subcontracted students have access to Inspire's safeguarding policies and procedures through their line manager or organiser, as well as to the safeguarding procedures and well-being support of the college they are enrolled through. The education contractor that provides learner funding will also be informed by Inspire of any concerns or actions that have been taken.

## Out-of-hours programmes

The safeguarding team must be notified about any new or ongoing out-of-hours programmes within Inspire. A member of the safeguarding team will then be assigned to each programme to ensure that all out-of-hours programmes have a DSL available. If the safeguarding team ever needs to contact a staff member's emergency contact, we will do so to ensure their safety. This may occur, for example, if the staff member becomes injured or unwell during an after-hours program.

## External Hirers

Inspire do not have a safeguarding responsibility for external hirers. If there is an emergency or a serious incident has taken

place on site (that did not involve any of Inspire’s learners or staff), the duty supervisor or staff member present should contact 999 to report this. For non-emergencies and any other safeguarding concerns, if the external hirer/organisation has their own designated safeguarding lead, this incident should be reported to them directly. Inspire staff reporting the concern would also complete the Inspire internal reporting form to ensure there was a log of this report being made.

Inspire have the right to request safeguarding policies and where appropriate, evidence of current DBS registration for organisations who work with children, young people, and adults at risk.

If external hirers witness something or have a safeguarding concern for any learner using Inspire’s services and provisions, they can report this using Inspire’s reporting form. The QR code for this can be found on posters throughout the Inspire sites. If the concern was about a child, or young person not engaging with Inspire (e.g., at a kid’s party), this would need to be reported by the hirer or witness directly to Customer First at Suffolk County Council (0808 800 4005) and would not fall under the responsibility of Inspire.

## Lanyards

Staff will continue to wear **black** lanyards (this indicates that they are employees of the charity and hold a valid enhanced DBS disclosure).

Visitors/contractors who are working alone on site with valid DBS disclosure will be given **orange** lanyards with a visitor badge attached.

Visitors/contractors with unknown DBS disclosures will be given **yellow** lanyards and should always be supervised by a member of staff whilst on site. These lanyard holders should never have a door fob attached.

Students attending programmes will be given a **green** lanyard to wear whilst on site. This is not taken off site at any point.

All staff, volunteers and external hirers need to sign in and sign out when attending any of our sites, using the process in place for the site they are accessing. All external visitors are required to adhere to this.

## Key Contacts

Local Police	101 – non-emergency 999 – Emergency
NSPCC Helpline	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Customer First – Suffolk County Council Social Care Services (MASH)	0808 800 4005
LADO Suffolk	0300 123 2044 <a href="mailto:LADO@suffolk.gov.uk">LADO@suffolk.gov.uk</a>
Samaritans	116 123
NHS 111 – Mental Health Crisis Referrals	111



## Policy review

This procedure will be reviewed and updated to reflect changes in legislation that would require UK Youth to amend its policy and procedures. Inspire’s safeguarding policy will be reviewed annually in line with KCSIE and more frequently if there are any changes.

Review Date	Reviewed By
September 2022	Naomi Thompson
September 2023	Naomi Thompson
September 2024	Lisa Waelend (amendments below)
January 2025	Jackie Partridge
March 2025	Jackie Partridge

## Policy Change history

Issue:	Change:	Date:
No information around lanyards (external)	Additional information around coloured lanyards for external hirers and students on programme.	-
Lack of information	Additional information (KCSIE)	-
Lack of information	Additional information around prevent including radicalisation	-
Important information to note when referring	Additional information for referral forms	-
No information about gifting (issue at one site)	Removed from Policy	15.1.25
Out of hours DSL rota	Addition to policy	-
Lack of understanding around RMP's	Additional Information and further understanding added	-
Holiday club obtaining EHCP &RMP from schools and social workers.	Added to the policy	15.1.25
Sexual Harassment	Removed from policy	15.1.25
Low Level Concerns	Removed from policy	15.1.25
Attendance	Added to the policy	-
Calling in Calling out	Updated in policy	-
Risk Management plans, Guidance for safer working and Photography	Removed from the policy and added to another policy	15.3.25
Prevent	Condensed down and moved into Prevent Policy	15.3.25



# Appendices

## Appendix 1: Different Types of Abuse and Indicators

Type of Abuse	Definition	Indicators
Physical Abuse	Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child, young person or adult at risk. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child, young person, or adult at risk.	<p>If a child has repeated or patterned injuries, this needs to be reported. There may be physical indicators that a child or young person is being physically abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Unexplained bruises, welts, cuts, abrasions</li> <li>• Unexplained burns</li> <li>• Unexplained fractures or disclosures</li> </ul> <p>There may also be behavioural indicators that child or young person is being physically abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Is wary of adults or of a particular individual</li> <li>• Is violent to animals or other children or young people</li> <li>• Is dressed inappropriately to hide bruises or other injuries</li> <li>• May be extremely aggressive or extremely withdrawn</li> <li>• Cannot recall how the injuries occurred or gives inconsistent explanations</li> </ul>
Emotional/ Physiological Abuse	Emotional abuse is the persistent emotional maltreatment of a child, young person or adult at risk such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may involve serious bullying, causing children, young people or adult at risk frequently to feel frightened or in danger, or the exploitation or corruption of them.	<p>There may be physical indicators that a child is being emotionally abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)</li> <li>• Prolonged vomiting or diarrhoea</li> <li>• Has not attained significant developmental milestones</li> <li>• Dressed differently from other children in the family</li> </ul> <p>There may also be behavioural indicators that child or young person is being emotionally abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Suffers from severe developmental gaps</li> <li>• Severe symptoms of depression, anxiety, withdrawal, or aggression</li> <li>• Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse</li> <li>• Overly compliant; too well-mannered; too neat and clean</li> <li>• Displays attention seeking behaviours or displays extreme inhibition in play</li> <li>• When at play, behaviour may model or copy negative behaviour and language used at home</li> </ul>

Sexual Abuse & Sexual Exploitation	Sexual abuse involves forcing or enticing a child, young person, or adult at risk to take part in sexual activities, including sexual exploitation, whether they are aware of what is happening, and whether it is for money or reward or not. The activities may involve physical contact, including penetrative contact (e.g., rape and buggery) or non-penetrative acts. They may include non-contact activities, such as involving children, young people, or adults at risk in seeing or receiving or sending sexually suggestive emails or text- messages, or inappropriate behaviour on the Internet, involving them looking at, or	There may be physical indicators that a child or young person is being sexually abused. Some examples of this are: <ul style="list-style-type: none"> <li>• Torn, stained or bloody underclothing</li> <li>• Blood in urine or faeces</li> <li>• Unusual or excessive itching or pain in the genital or anal area</li> </ul> There may also be behavioural indicators that child or young person is being sexually abused. Some examples of this are: <ul style="list-style-type: none"> <li>• Age-inappropriate sexual play with toys, self, others</li> <li>• Bizarre, sophisticated, or unusual sexual knowledge</li> <li>• Comments such as “I’ve got a secret”, or “I don’t like uncle”</li> <li>• Fire lighting by boys</li> </ul>
	in the production of, pornographic material of watching sexual activities, or encouraging them to behave in sexually inappropriate ways.	<ul style="list-style-type: none"> <li>• Fear of certain places e.g., bedroom or bathroom</li> </ul> Some examples of this in older children or young people are: <ul style="list-style-type: none"> <li>• Eating disorders</li> <li>• Promiscuity or prostitution</li> <li>• Uses younger children in sexual acts</li> <li>• Tries to make self as unattractive as possible</li> </ul>
Neglect	Neglect is the persistent failure to meet a child, young person, or adult at risks’ basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may involve a parent or carer failing to: <ul style="list-style-type: none"> <li>• Provide adequate food, clothing, and shelter, (including exclusion from home or abandonment)</li> <li>• Protect a child, young person or adult at risk from physical and emotional harm or danger</li> <li>• Ensure adequate supervision (including the use of inadequate caregivers)</li> <li>• Ensure access to appropriate medical care or treatment</li> </ul> It may also include neglect of, or unresponsiveness to, a child, young person or adult at risk’s basic emotional needs.	There may be physical indicators that a child or young person is being neglected. Some examples of this are: <ul style="list-style-type: none"> <li>• Inappropriate dress for the weather</li> <li>• Extremely dirty or unbathed</li> <li>• Inadequately supervised or left alone for unacceptable periods of time</li> <li>• Malnourished</li> <li>• May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene</li> </ul> There may also be behavioural indicators that child or young person is being neglected. Some examples of this are: <ul style="list-style-type: none"> <li>• Demonstrates severe lack of attachment to other adults</li> <li>• Poor school attendance or school performance</li> <li>• Poor social skills</li> <li>• May steal food</li> <li>• Is very demanding of affection or attention</li> <li>• Has no understanding of basic hygiene</li> </ul>
Discriminatory Abuse	Forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.	<ul style="list-style-type: none"> <li>• The person appears withdrawn and isolated</li> <li>• Expressions of anger, frustration, fear or anxiety</li> <li>• The care or support provided does not meet the adult’s needs</li> <li>• The adult is fearful or anxious around a particular person</li> <li>• The adult is not allowed to access services that are available to others</li> <li>• Name calling or physical abuse.</li> </ul>

<p>Female Genital Mutilation (FGM):</p>	<p>Female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women.</p>	<p>Signs FGM might happen:</p> <ul style="list-style-type: none"> <li>• A relative or someone known as a 'cutter' visiting from abroad.</li> <li>• A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.</li> <li>• A female relative, like a mother, sister or aunt has undergone FGM.</li> <li>• A family arranges a long holiday overseas or visits a family abroad during the summer holidays.</li> <li>• A girl has an unexpected or long absence from school.</li> <li>• A girl struggles to keep up in school.</li> <li>• A girl runs away – or plans to run away - from home. <sup>iii</sup></li> </ul>
<p>Child-on-child (peer-on-peer) Abuse</p>	<p>Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal</p>	<ul style="list-style-type: none"> <li>• Absence from school or disengagement from school activities</li> <li>• Physical injuries</li> <li>• Mental or emotional health issues</li> <li>• Becoming withdrawn – lack of self esteem</li> <li>• Lack of sleep</li> <li>• Alcohol or substance misuse</li> <li>• Changes in behaviour</li> <li>• Inappropriate behaviour for age</li> </ul>
	<p>relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.</p> <p>It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe.</p> <p>Original Document:  <a href="http://www.gov.uk">Keeping children safe in education - GOV.UK (www.gov.uk)</a></p>	<ul style="list-style-type: none"> <li>• Harmful towards others</li> </ul> <p>Child-on-child abuse is most likely to include, but may not be limited to:</p> <ul style="list-style-type: none"> <li>• bullying (including cyberbullying, prejudice-based and discriminatory bullying)</li> <li>• abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)</li> <li>• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)</li> <li>• sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)</li> <li>• sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.</li> <li>• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.</li> <li>• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)</li> <li>• upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,</li> <li>• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).</li> </ul>

Financial or Material Abuse	Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions, or benefits.	<ul style="list-style-type: none"> <li>• Missing personal possessions</li> <li>• Unexplained lack of money or inability to maintain lifestyle</li> <li>• Unexplained withdrawal of funds from accounts</li> <li>• The person allocated to manage financial affairs is evasive or uncooperative.</li> <li>• The family or others show unusual interest in the assets of the person.</li> <li>• Rent arrears and eviction notices.</li> <li>• Disparity between the person's living conditions and their financial resources, e.g. insufficient food in the house</li> </ul>
Modern Slavery	Slavery, human trafficking, forced labour and domestic servitude. People are bought and sold for sexual exploitation, forced labour, street crime, cannabis cultivation, grooming and pimping, domestic servitude, forced marriage or even the sale of organs and human sacrifice.	<p>Signs of modern slavery are:</p> <ul style="list-style-type: none"> <li>• Appearing to be malnourished, unkempt or withdrawn</li> <li>• Isolation from the community, seeming under the control or influence of others.</li> <li>• Living in dirty, cramped or overcrowded accommodation, and/or living and working at the same address</li> <li>• Lack of personal effects or identification documents such as a Passport</li> <li>• Always wearing the same clothes</li> </ul>
		<ul style="list-style-type: none"> <li>• Avoiding of eye contact, appearing frightened or hesitant to talk to strangers</li> <li>• Fear of the police and people in authority</li> <li>• Always being accompanied by another adult</li> <li>• Unable to contact their friends or family.</li> <li>• Working very long hours and always being 'on call'</li> <li>• Denied access to food, water, medicine, medical treatment or sleep</li> </ul>
Domestic Violence	Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality, including psychological, physical, sexual, financial, emotional abuse and so, called 'honour' based violence.	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Feeling that the abuse is their fault, when it is not</li> <li>• Physical evidence of violence such as bruising, cuts, broken bones</li> <li>• Verbal abuse and humiliation in front of others</li> <li>• Fear of outside intervention</li> <li>• Damage to home or property</li> <li>• Isolation – not seeing friends and family</li> <li>• Limited access to money</li> </ul>

Self-neglect	<p>A wide range of behaviour neglecting to care for one's personal hygiene, health, or surroundings. Examples of self-neglect include:</p> <ul style="list-style-type: none"> <li>• A refusal or inability to cater for basic needs, including personal hygiene and appropriate clothing.</li> <li>• Neglecting to seek assistance for medical issues.</li> <li>• Not attending to living conditions – letting rubbish accumulate in the garden, or dirt to accumulate in the house.</li> <li>• Hoarding items or animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor personal hygiene</li> <li>• Unkempt appearance – dirty, unpleasant smell, unwashed hair, dirty clothes</li> <li>• Lack of essential food, clothing or shelter</li> <li>• Malnutrition and/or dehydration</li> <li>• Living in squalid or unsanitary conditions</li> <li>• Neglecting household maintenance</li> <li>• Hoarding</li> <li>• Collecting a large number of animals in inappropriate conditions</li> <li>• Non-compliance with health or care services</li> <li>• Inability or unwillingness to take medication or treat illness or injury</li> </ul>
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Appendix 2: Risk Management Plan Template

Name of child or young person:	
Programme C Date of Completion	<i>Holiday Club / 25.5.23/ Jackie Partridge</i>
Identified risks and risk factors:	<i>Example: Speech and Language, learning difficulties. Communicating with staff and other children can be difficult</i>
Next of kin supporting young person:	<i>Lisa (mum) - 071235c785</i>
PEEP (Personal Emergency Evacuation Plan) details if required:	<i>Jack won't understand how to evacuate a building and will run off so he will need to be guided and monitored if this occurs.</i>

<b>Triggers</b> (Please include any triggers that could cause a negative response)	<b>Monitoring</b> (Any areas you need to monitor or what needs to be put in place for the triggers)	Level of Risk (Low, Medium, High)
<i>Not understanding instructions, feeling frustrated</i>	<i>Yes/ Other Learning Difficulties;/ Jack has speech and language difficulties. Jack can communicate verbally however it is difficult to understand Jack can find some words to be unrecognisable. Jack needs people to listen very carefully to him.</i>	<b>Medium</b>

<b>Prevention</b> (what need to be put in place to reduce the likelihood of an incident happening ?)	<b>Intervention</b> (What actions will be taken if the identified risk is happening/ has happened? )
<i>Example: All instructions need to be broken into smaller segments, to ensure he has understood the task. To be spoken to him calmy and reassuring tone. Instructions need to be short and clear, especially regarding consequences and expectations.</i>	<i>Jack will need some time to calm his thoughts if he is feeling overwhelmed, maybe some time in a separate room.</i>

<b>Additional support or adjustments needed</b> (please include any actions that will support a child or young person's safety)
<i>Example: Will be sat closer to the coaches in craft and floater to check in on him. Allocated coach when feeling overwhelmed.</i>



## Appendix 3: Reporting Level Guide

### Level 1

#### Incident & Concern Examples (not limited to):

- Learner wellbeing / welfare concerns which occur during programme or on site e.g. minor self harm or eating disorders. Do not present immediate risk to safety
- Behavioural issues where the learner is not taken off programme or removed from site.
- Low level peer-on-peer abuse

#### Your Responsibility:

- Complete Safeguarding Concern form and return to Safeguarding Team within 24 hours
- Create RMP if the young person requires additional support

#### Safeguarding Team Actions:

- Ensure the incident is log internally
- Support and review RMP if implemented

### Level 2

#### Incident & Concern Examples (not limited to):

- A safeguarding concern in which a previous separate external referral can be linked
- Learner wellbeing / welfare concerns which occur during programme or on site e.g. minor self-harm or eating disorders that require medical attention
- Behavioural issues resulting in learners being removed from programme or site and/or police being contacted
- Substance misuse on programme or on-site
- Safeguarding disclosure in which the learner is not at immediate risk

#### Your Responsibility:

- Complete ALL Level 1 Responsibilities
- Contact the Safeguarding Team for advice during working hours if required

#### Safeguarding Team Actions:

- Level 1 Actions
- External referral if necessary

### Level 3

#### Incident & Concern Examples (not limited to):

- Safeguarding disclosure of abuse, harassment or exploitation where the learner has been or could be at high/immediate risk
- Missing child (U18) from programmes or holiday clubs
- Safeguarding disclosure where the person could be at high risk once they leave programme or site
- More serious wellbeing/welfare incidents that occur during the programme e.g. more serious self-harm that needs external medical attention
- Concerns a learner is being groomed or radicalised

#### Your Responsibility:

- Contact the Safeguarding Team for advice immediately
- Complete Safeguarding Concern form and return to Safeguarding Team within 1 hour

#### Safeguarding Team Actions:

- All Level 1 and Level 2 Actions

### Level 4

#### Incident & Concern Examples (not limited to):

- Learner or person on programme/site is in possession of an offensive weapon
- Allegations of abuse against a member of staff
- Missing child (U18) for 2 hours or more
- Distribution and supply of drugs on programme or site
- Sexual or other serious assault on programme or on-site
- A individual makes a radical threat of terror or violence
- Safeguarding disclosure where the learner would be at risk of harm if they left programme or site

#### Your Responsibility:

- Contact 999 if you or others are in danger
- Contact the Designated Safeguarding Lead immediately
- Complete Safeguarding Concern form and return to Safeguarding Team immediately

#### Safeguarding Team Actions:

- All Level 1 and Level 2 Actions
- External referrals completed
- Executive Team informed
- Safeguarding Trustee informed

Appendix 4: Safeguarding Concern Report Form



Scan the QR code or follow this link <https://forms.office.com/e/pmvAqgtyxi> to complete Safeguarding Concern Form. The Safeguarding team will be notified as soon as this is completed.