SAFEGUARDING POLICY

Company Operations

ADO SERVICES C.I.C.

Incorporating ADO River Valley

Version 5.4 ©2024

Last Ratification By Governance Committee	March 2024
Next Review By Governance Committee	March 2025
Latest Update by ADO River Valley	May 2024

2023-2025

1. Safeguarding Overview

Our prime responsibility is the welfare and well-being of all children and young people (CYP) in our care. As such, we believe we have a duty to act quickly and responsibly to all safeguarding issues that may come to our attention.

Safeguarding and promoting the welfare of CYP with reference to this policy is defined as:

- Protecting children and young people from maltreatment
- Preventing the impairment of children, young people health or development
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.

This Safeguarding Policy pays due regard to national guidance issued by the Secretary of State, including '***Keeping Children Safe in Education' (September 2023)*** Keeping children safe in education 2023 (publishing.service.gov.uk)

 And '***Working Together to Safeguard Children***' **(July 2018)** Working Together to Safeguard Children 2018 (publishing.service.gov.uk)

Although '***Every Child Matters***' **(2004)** has been superseded by more recent guidance including the above, these principles are at the forefront of ADOs ethos relating to safeguarding practices and procedures.

Our schools' procedures for safeguarding children also follow and adhere to Bexley Boroughs Child Protection Procedures and Safeguarding Partnerships.

This policy is reviewed at least annually in line with our release management policy, and government guidance and was last reviewed by our Governance Committee in March 2024.

2.   Key Contacts for Safeguarding and Child Protection:

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Designated Safeguarding & Prevent Lead (DSL) for ADO River Valley	**Kate Palmer** **kate@adorivervalley.co.uk** **02088506778**
Deputy Designated Safeguarding & Prevent Lead	**Amy Kadiu** **amy@adorivervalley.co.uk** **02088506778**
Online Safety Support for ADO River Valley	**Kyle McHolland-Pilcher** **education@adorivervalley.co.uk** **02088506778**
Chair of Proprietor Body for ADO River Valley (*this is who would be contacted if there was a concern regarding the Headteacher/DSL)*	**Victoria McHolland-Pilcher** **victoria@adorivervalley.co.uk** **02088506778**
Wider Safeguarding Support from the Governance Committee *(this is who would be contacted if there was a safeguarding concern regarding the Headteacher/DSL and the above contact is not available. Charlotte should be contacted in addition to the Bexley LADO)*	**Charlotte Power-Mcleod (ADO Director)** **charlotte@adorivervalley.co.uk** **07983430396**
The Bexley Council LADO	**Liston Williams** **LADO and Safer Organisations Advisor** **Bexley Council, Civic Offices, 2 Watling Street** **Bexleyheath, Kent DA6 7AT** **Tel: 0203 045 3436 (LADO Team)** **Tel: 0203 045 5645 (Business Support)** **Tel: 0203 045 5440 (MASH)** **Email: LADO@bexley.gov.uk** **Email: childrens.triageteam@bexley.cjsm.net**
The Bexley Council Prevent Team	**Email: community.safety@bexley.gov.uk or** **Tel: 020 8303 7777 (ask for the Community Safety team)**
The Police- Female Genital Mutilation (FGM) Mandatory Reporting Duty	**If a girl appears to have been recently cut or you believe she is at imminent risk, act immediately – this may include phoning 999. REMEMBER: Mandatory reporting is only one part of safeguarding against FGM and other abuse.**

ADO River Valley supports all students within our care, protecting them from maltreatment and have robust procedures in place to prevent the impairment of their health or development. Our staff will work with parents, external agencies and the community to ensure the welfare and safety of all students and to give them the very best protection in life. All have the right to be treated with respect and to be safe from any abuse in whatever form.

Hence, ADO River Valley has a clear commitment to protecting students and promoting their welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the DSL in the first instance and at the earliest opportunity.

For the **Safeguarding of Adults** at risk, please note there is a separate policy '**Safeguarding Policy for Adults**' within the ADO River Valley Library.

The ADO River Valley staff team are aware that a wide range of other policies are integral to the effective functioning of this policy. Therefore, this document should be read in conjunction with the other ADO River Valley Policies and Procedures, student handbooks and the overall collective General Terms, and Guidelines from ADO River Valley as well as many of our policies and procedures listed within the reference section of this document.

3. Safeguarding Workflow
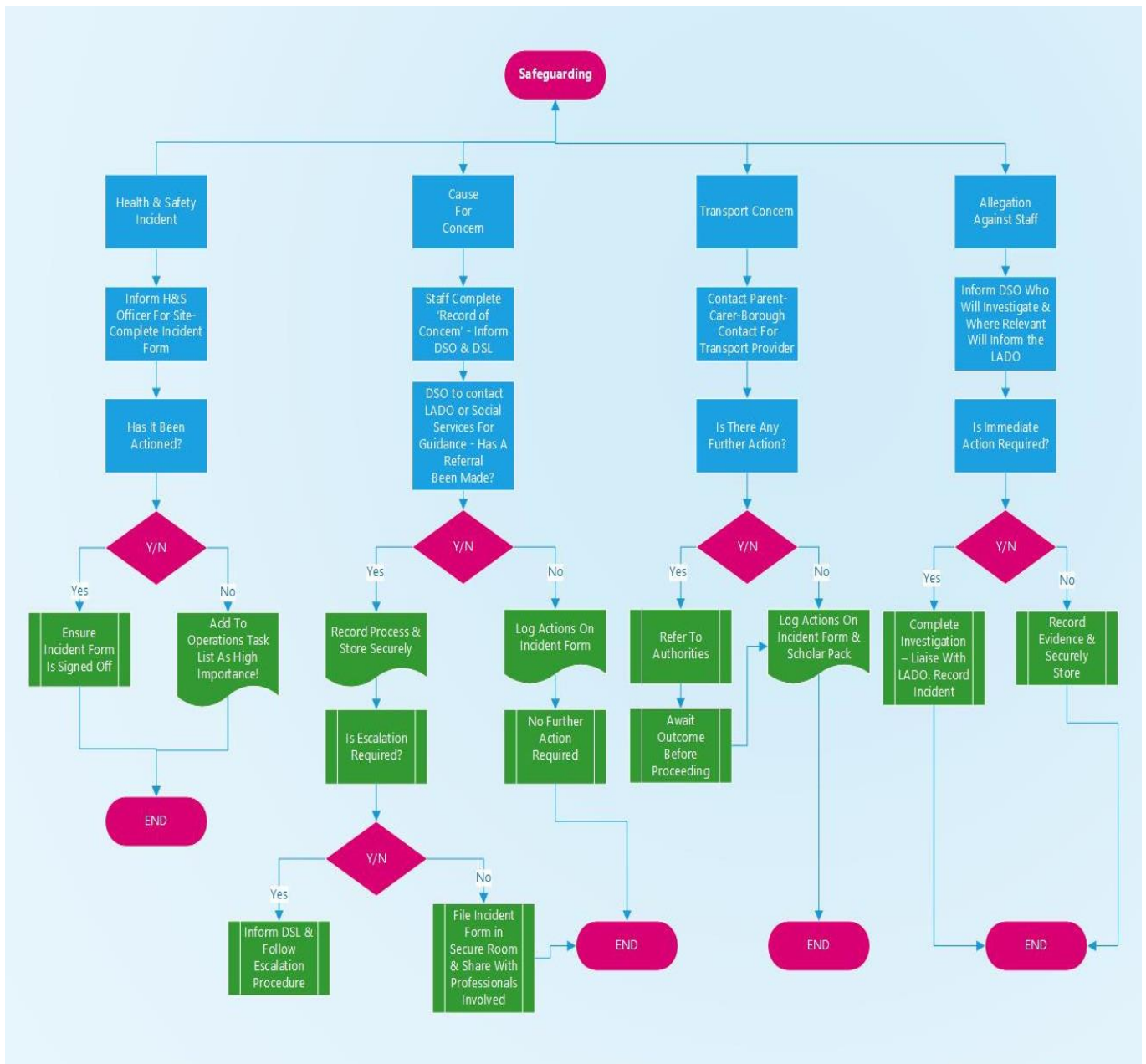
4. Key Principles

To ensure safeguarding and promote welfare we will:

- Create an environment encouraging development and a positive self-image
- Encourage and develop a sense of independence and autonomy in a way that is appropriate to students age, stage of development and situation
- Provide a safe and secure environment for all
- Always listen

- Share feedback and information with other agencies as appropriate within the set timelines
- Continue to keep up to date with legislation to demonstrate best practice
- Ensure that all staff working with, or for our school follow all of our policies and procedures

We are committed to safeguarding and promoting the welfare of all our students and expect all staff to embrace this commitment. At the core of our work is the notion of 'thinking the unthinkable'.

All staff must be clear about their own role and that of others in providing a caring and safe environment for all students and must know how they should respond to any concerns about any individual that may arise. To this end, ADO River Valley will ensure that all staff know that the Headteacher has overall responsibility for child protection and safeguarding, as our headteacher is also our DSL. Though some of the duties inherent to this role can and will be delegated to the deputy DSL. In order that work is completed most efficiently, ultimate responsibility lies with the DSL. In the absence of the DSL, the deputy DSL will undertake DSL duties.

5. Training For Safeguarding Leads

The DSL and deputy DSL have received advanced level training to facilitate their roles as well as being safer recruitment trained. They receive updated training at least every two years and keep abreast of safeguarding developments at least annually. In addition to this, our DSL and Deputy DSL complete a 'Prevent- Referral' course at least annually which is certificated. Our Safeguarding lead and deputy lead are also working with a member of our governance committee to ensure that our filtering and monitoring procedures adhere to the national guidance (KCSIE 2023).

6. Safeguarding Overview Directed At Staff, Visitors and Contractors

6.1 Safeguarding Mechanisms

A range of robust mechanisms assist our staff to understand and discharge their roles and responsibilities effectively so that professional implementation is ensured. These include but are not limited to:

- Safeguarding inductions

- Whole school annual safeguarding training (group internal and individual external)

- Regular safeguarding refreshers and or quizzes

- Regular supervision meetings where opportunities are made available to discuss child protection training and any needs requiring further support

- Safeguarding emails to staff regarding key issues, updates and individual early help assessments

- Internal and External Quality Assurance visits, whereby safeguarding scenarios are given to staff to assess their understanding of the processes and responsibilities they must follow in order to effectively safeguard our students

- The effective use of CPOMS software

- Up to 4 meetings per year with Governance Committee whereby safeguarding is discussed

- The DSL provides a report on all safeguarding issues at each termly meeting of the Governance Committee.

All staff must read and sign to acknowledge their understanding of **Part One** of '**Keeping Children Safe in Education**' (September 2023).

Drawing on the latest national and local guidance, full safeguarding training is provided to all staff annually. Regular safeguarding updates are provided throughout the year to ensure that staff have the most up to date relevant skills and knowledge to safeguard students effectively. We rotate our training to ensure that the same course is not completed annually, but instead bi-annually. We factor in, in house training which specifically focuses on contextual safeguarding, and the online safeguarding children level two course. Furthermore, our staff are working collectively to ensure that our responsibilities relating to filtering and monitoring on school technology are taken seriously, and are adhered to (with support from the DSL, OSL and the member of the governance committee).

Our courses include topics such as the 'Prevent' duty, ACES & Toxic Stress, equality, online safety, child criminal exploitation and sexual violence and sexual harassment.

Working with our boroughs supportive documentation including their LCSP Threshold 'Equivalent' Documentation which can be found below:

[Contents (proceduresonline.com)](#)

[191111-Incluson-Effective-Support-for-Children-Safeguarding-REVISED.pdf (sep-bexley.org.uk)](#)

6.2 Staff Induction

Staff employed at ADO River Valley all receive safeguarding training at the very beginning of their induction period, and at least every year thereafter. They sign an induction form agreeing that they are aware of their roles and responsibilities, and have read and understood all relevant safeguarding guidance, policies and procedures and agree to implement them. This includes the staff handbook, safeguarding and curriculum policies.

All records of safeguarding are kept within our **'confidential' section on Arbor** *and on* **CPOMS.**

We have an in depth safer-recruitment process which starts at the very beginning of an application. This document is available upon request and puts the emphasis on potential candidates being made aware that we as a school carry out online, pre-recruitment checks for candidates within the shortlisting process.

6.3 Register, Log and Report

In safeguarding/ child protection cases the DSLs keeps a live safeguarding log (Incident Form), which records any and all concerns raised, and the actions taken, on an online system which are shared with all the relevant individuals as needed. This system will then move over to CPOMS, to ensure our processes are at the highest level possible to safeguard our young people.

The DSL provides a report on all safeguarding issues at each quarterly meeting of the Governance Committee.

6.4 Safer Recruitment

We will always follow safer recruitment procedures so that we can be confident that all adults working across ADO River Valley are safe to do so. All Senior Management with responsibility for recruitment are Safer Recruitment trained.

Supervision is provided for staff involved in managing child abuse allegations by the ADO River Valley Senior Therapist.

In line with the 'KCSIE 2023' Guidance, we aim to verify a candidate's identity by checking the name on their birth certificate. It is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Further identification checking guidelines can be found on the How to prove and verify someone's identity - GOV.UK (www.gov.uk) website. Identity checks are carried out in line with our safer recruitment process for all new applicants, with the findings recorded on our Single Central Register.

ADO River Valley also ensure 'Right To Work' checks are completed for those living and working outside the UK. This also covers the requirement that DBS checks are UK only.

6.5 Enhanced Disclosure Checks

All ADO River Valley current staff, new starters and consultants providing us with Professional Services, have to be in possession of a valid enhanced DBS certificate prior to their appointment. In extreme circumstances, an individual may commence work with a DBS check that is pending as long as we have received two satisfactory references and a cleared barred list check. Furthermore, the individual would always be supervised when working with students.

When informed by a staff member that is undergoing a DBS check, the DSL will risk assess the member of staff in question if the check includes a record of anything that could potentially be cause for concern - including any police caution, conviction, reprimand or warning.

Whether this risk assessment supports the appointment of the staff member or not, this risk assessment, along with any supporting investigative documentation, will be kept securely and confidentially on file.

If a member of staff does not declare anything that could potentially be cause for concern, including any relevant police caution, conviction, reprimand or warning, the applicant will not be appointed.

6.6 Visitors and Contractors

Procedures are in place for recording the details of visitors to the company buildings and sites and we take security steps to ensure that we have control over who comes into the buildings and sites to work, so that no unauthorised person has unsupervised access to the CYP.

All visitors or contractors must be expected and will not be allowed access unless they have been previously booked in for a meeting or activity prior to their visit. Any visitors or contractors attending un-announced at any of our locations will be advised to call the main office and go through the procedure for booking a meeting or activity.

Those visitors or contractors cleared and expected to attend will sign into the visitor records book and wait for an ADO River Valley staff member.

All visitors and contractors must release their mobile phone or smart device which will be safely locked in a secure box and withheld until they leave the location.

All visitors or contractors that are required to work in areas where safeguarding measures are active, must have prior to their visit provided proof they have been DBS checked. All

visitors or contractors will still be supervised during their stay, especially when in designated safeguarding areas and times.

We do not hire out our setting to external organisations for the use of our premises. We do share our premises with ADO Therapy, our sister company. The staff within this company follow the same recruitment checks, inductions, and training. ADO Therapy has a DSL of its own, and therefore ADO River Valley do not hold responsibility for any individual attending ADO Therapy.

7. Responding to Concerns About Individual Students.

All students deserve the opportunity to achieve their full potential. The purpose of intervention is to safeguard and promote their welfare. Consequently, for those ADO River Valley staff who engage with students, who experience discrimination in their daily lives or who are from cultures different to those of the professionals, assumption and stereotyping must not be part of our practice. Every effort must be made to ensure that cultural issues are understood and that each individual case is dealt with on its own merit. Teachers and those working across ADO River Valley have daily contact with students in classes and around the school premises. As a result, their first-hand knowledge of child development and behavioural norms places them in a unique position to identify those students who would benefit from an 'early help assessment' and or who are at risk of abuse.

All students within the ADO River Valley community must be able to place their trust and confidence in any adult working amongst them. They must feel sure that they can speak about any worries or concerns they may have. It is vital that they believe they will be listened to, taken seriously and responded to appropriately. ADO River Valley Staff have a duty to protect and promote the welfare of our stakeholders. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse for example. Consequently, staff must know what to do if a student chooses to talk to them about anything which raises child protection concerns.

All staff must:

- Listen to what the students is saying without interruption and without asking leading questions
- Respect the students right to privacy but not promise confidentiality
- Reassure the students that they have done the right thing in sharing
- Explain to the students that in order to keep them safe from harm the information that has been shared must be passed on
- Report what has been disclosed to the DSL as soon as possible, or in their absence, the deputy DSL

- Record, as soon as is practicable, but on the same day, what was said using the students actual words on the ADO River Valley 'Record of Concern' document.
- Sign up to the NSPCC and Andrew Hall Safeguarding weekly updates and review them periodically
- Information for all education settings: an update on the Operation Encompass Teachers' Helpline for staff in all education settings
- Use the 'Operation Encompass Teachers' Helpline which is available for all education staff to speak in confidence with an educational or clinical psychologist, about how best to support children in their setting who may be experiencing domestic abuse. The helpline is available on 0204 513 9990 8am to 1pm, Monday to Friday, term-time
- Further information and resources are available from the Operation Encompass website.

If there is a risk of immediate serious harm to a student a referral can and should be made to children's social care or authorities immediately and that anybody can make a referral.

If the student's situation does not appear to be improving the staff member with concerns should urge re-consideration.

The DSL will:

- Assess any urgent medical needs of the student
- Consider whether the student has suffered, or is likely to suffer significant harm
- Check whether the student is currently subject to a Child Protection Plan or has been previously subject to a plan of any form
- Confirm whether any previous concerns have been raised by staff
- Only inform the family of the student with any concerns once the duty team leader at social care (MASH) or the LADO has been consulted and their advice sought
- Consider whether the matter should be discussed with the students family or whether to do so may put the students at further risk of harm because of delay or the family's possible actions or reactions
- Seek advice if unsure that a student's protection referral should be made

If the students discloses sexual abuse or child criminal exploitation (CCE), or these factors are suspected, they must not be questioned, and the parent-carers must not be informed until social care and the police child abuse investigation team has been informed and advice given.

However, educators, therapists and support workers do not decide if something is or is not a child protection issue. Any concerns must be passed onto the DSL and or deputy DSL and referred if necessary, to the authorities for guidance.

For female genital mutilation concerns, the person who has the concern has to carry out their duty by contacting 999- handing a concern like this over to just the DSL is not enough.

ADO River Valley Staff must always follow our safeguarding and child protection procedure if they have any concern about a student.

Information will be shared on a 'need to know' basis and must be treated in absolute confidence. Staff must not discuss allegations with the students family members or colleagues.

The DSL will either make a referral to the child's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received, detailing the reasons for the judgement that the matter was not referred to the local authority. The DSL keeps a written record of all contact with other agencies. All paperwork relating to child protection is kept securely.

All students who are subject to a child protection plan will have core group meetings and case conferences organised by social care. A member of the safeguarding leadership team (DSL or deputy DSL) will attend these on behalf of ADO River Valley. Students are aware that these meetings take place and that ADO River Valley will be presenting a report at the meetings.

All staff, including educators and therapists monitor students who are subject to social services Child Protection (CP) or 'Child In Need' (CIN) Plan/s. Staff also ensure that they monitor students who may have 'Low/ Emerging/ and Complexed' level needs.

8. Child Protection – Recognition and Response To Abuse

Owing to the nature of the day-to-day relationship students at ADO River Valley have with staff, all adults working at ADO River Valley are well-placed to spot any physical, emotional or behavioural signs that students may be suffering significant harm. We understand that harm means: the ill-treatment or impairment of a student's health and or development, including that caused as a result of witnessing the ill- treatment of another person.

This is also a type of physical abuse. This is where a CYP is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness e.g. through poisoning,

starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the CYP to appear disabled or ill to obtain unnecessary treatment or specialist support.

Therefore, all staff must be alert to any possible indicators that a student is suffering harm and report any concerns to the DSL. The resources within this policy to guide all staff are available to view in the appendix sections starting on page 32. The outline appendix guidance includes the following sections for reference purposes:

GENERAL ADVICE & GUIDANCE FOR STAFF - APPENDIX 1

CATEGORIES, DEFINITIONS & SIGNS TO LOOK OUT FOR OF CHILD ABUSE - APPENDIX 2

AN EXAMPLE OF VISITOR SAFEGUARDING INFORMATION - APPENDIX 3.

BITING POLICY – APPENDIX 4

9. Safeguarding - Providing A Safe Environment

All families of students attending ADO River Valley must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe across all services.

We will do this by:

- Promoting a caring, safe and positive environment
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep an up-to-date record of all training undertaken
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that they themselves become aware of danger and risk and what is acceptable behaviour and what is not
- Working in partnership with all other services and agencies involved in the safeguarding of students
- Displaying appropriate posters that detail contact numbers for child protection helplines such as ChildLine
- Always following Safer Recruitment procedures when appointing staff
- Welcoming visitors in a safe and secure manner (all visitors must sign in, read key safeguarding information and have mobile devices locked away)
- Undertaking risk assessments when planning out-of-school activities or trips
- Parents and carers are also able to make direct referrals to the local authority children's services if they have a concern about a student by using the telephone numbers in *Section 2* of this document.

9.1 Secure Areas

In the event of a security alert, designated secure areas may be used to protect our students and staff. The security alert may be triggered, but not limited to the following reasons:

- A student may be acting violently or aggressively towards other students or staff in a state of crisis. The keywords to raise the alarm to wider staff are Custard Cream (need help with a student) Teapot (need urgent help with a student as they are at risk to themselves or those around them).
- An unauthorised member of the public may have breached security and entered the site unannounced. We call this an intrusion event and key word codes will be shared across staff using our communication walkie-talkies to alert them of potential danger and to retreat to the secure area. Keyword for this is blackbird.
- An animal may have escaped in distress and is exhibiting erratic dangerous behaviour.

We currently utilise our wooden classrooms to safeguard students and staff. This space is the secure area most used as it can protect from any other students in distress or crisis.

Students who see their peers who are emotionally dysregulated can be distressed on occasions, so having a wide variety of animals to interact with whilst being kept safe in a secure area can help them to feel more comfortable. Therefore, the area offers both protection and a therapeutic approach in times of distress.

Students also have a regulation shelter which is available for them to access at times whereby they may need to calm down for a period of time, in addition to a variety of other locations situated around the site.

10 Safeguarding in Specific Circumstances

10.1 Safeguarding With SEN and Disabilities

All students deserve the opportunity and have the right to achieve their full potential. The purpose of intervention is to safeguard and promote the welfare of students. We are aware that some of our students, whom have special educational needs and or disabilities are more vulnerable to be subject to abuse and neglect. For instance, there could be a reluctance to believe that students with SEN and or disability are being abused. Additionally, limited opportunities for such students to seek help from someone else may co-exist with a lack of access to support services.

Staff are aware that behaviour, mood and or injury may indicate possible abuse and not just their SEN or disability. Our students may have a higher risk of being isolated from their peers, left out of group activities or bullied. ADO River Valley strive to help safeguard their students by providing them with:

- Plentiful opportunities to be heard and listened to
- Excellent access to therapeutic support

- Excellent liaison with external support services on the family's behalf

We do not operate with year groups, and instead we work with 'Mixed Ability Groups'. We work with mixed ability groups to meet the needs of our students. We treat students as individuals and aim to provide a robust assessment system to ensure that students are working at the correct level for them.

As much as possible we aim to have our small groups with similar ages/ same age when it is ability appropriate (for example having a group of 3 18 year olds would be ideal for peer development and social skills).

All of our students have a traffic light risk assessment carried out to determine any associated vulnerability factors, to ensure that we can safeguard all individuals from any harm (for example providing a robust boundary to protect young people in KS4 from the older individuals as we do go up to the age of 19).

10.2 Contextual Safeguarding

Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

Staff are aware that safeguarding incidents and or behaviours may be a result of factors outside of school. All staff, in particular the DSL and deputy DSL consider the context within which such incidents and or behaviours occur and establish whether these wider environmental factors are putting students at risk of harm.

Our main focus's in relation to contextual safeguarding are:

1. Change the focus from only looking at harm as only occurring inside the home or outside of the home
2. Recognising that harm happens in spaces and that spaces need to a part of the response as much as people
3. Remembering at all times that the children are *children* and need to be considered as such in terms of their role in accessing the harm

We ensure that contextual safeguarding is at the forefront of our minds, we operate collaboratively with our students asking them to complete surveys that relate to matters that may be contextual, including harmful sexual behaviour, and child on child abuse. We do this to ensure that we are learning directly from them, the areas of risk so that we can collate robust safeguarding systems to protect all young people from harm.

10.3 Attendance and CYP Missing Education (CME)

All students who attend ADO River Valley are recorded daily on a register and a record is kept of their absence and reasons for the absence from attending on any day.

- We know that a student's unexplained absence from school could mean that they are at risk of harm and that "a CYP going missing from education" is a potential indicator of abuse or neglect. However, it is important to share clarification that being 'absent', as well as 'missing', from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

In addition to our clear attendance policy:

- Our classes are small, and thus attendance is easy to track closely
- Any students with patterns of difficulty with attendance education will always get immediate attention from the Office Manager and DSLs
- Staff are trained to be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage
- We will always seek to clarify the reason for a students absence from school with their Parent-Carer, school or borough as soon as is practicable on the first day; the reason for absence will be recorded on the register
- If we are unable to obtain the reason for an absence, we will escalate to the respective heads of the organisation whom have agreed to their Service Level Agreements
- We will always report an unexplained absence of a student with a Child Protection Plan to the CYP's social worker on the same day
- We will always report to the local authority the name of any students who has been newly registered to attend ADO River Valley but does not arrive on the expected day
- We maintain accurate attendance and admission registers (all students are on both) in line with statutory requirements
- We actively push Local Authorities and other professionals for 'Destination Data' when a child joins or leaves ADO River Valley
- When a student is struggling with accessing school full time, we work with the families and professionals to break any patterns or barriers which could be impacting their attendance
- In some specialist cases with guidance from multi-agencies, we may provide a creative hybrid timetable for students to promote learning and engagement. Situations like this will be managed on a case by case basis, and can be best suited for a students health in any given moment.

We do not 'delete' students from the admission register.

Keeping local authorities up to date is crucial so that they can check if students of compulsory school age are missing education or have lower attendance than expected, and therefore might be in danger of not receiving an education and be at risk of abuse or neglect. We will follow the advice and guidance of each individual borough in which we work with, with attendance in mind.

On the rare occasions that we provide students with time out from the school for example on a fixed-term exclusion, or on a hybrid timetable, we put this in writing to both the family and the placing local authority who must be on board with the adjustments. We cannot be responsible for their safety and welfare during their time at home.

10.4 Student who Goes Missing Within the School Day

From the assessment period, before a student starts with us we put an emphasis on students that join our school needing to have a cognitive understanding of safety, of themselves and others. Our school is designed to allow students to learn through risk and with that comes a huge element of trust we put in them as individuals.

We therefore are fortunate that a student rarely goes against our rules for safety at school, which in this instance includes:

- All students must be able to be visually seen at all times by staff

- If for any reason the location of the site is compromised visually, they must be able to hear/ respond to staff

- If the staff are not near somewhere that a student wishes to go (such as to get a drink/ use the toilet/ go to the regulation area) then they must advise the staff where they wish to go

- Coloured visuals displayed to support visual boundary

- Students must not deliberately go out of eyesight as this could cause them potential risks as they are in an area that is naturally surrounded by hazards

- If a student does not follow the above processes, we will either blow a whistle or shout 1-2-3 where are you. This overrides any potential lesson, game or activity and students must come immediately to who has formed the action

- If a student remains unseen for 20 minutes, we will alert caregivers. School staff will contact home and try to contact the student via their mobile telephone if known/ available.

- If we have reason to believe that a student has absconded (left the premises) we reserve the right to notify the police by calling 101 and alerting them that a student is missing- based on their vulnerabilities. We do not only have to do this if a student is on a bespoke safety plan, but all our students also hold EHCP plans and have diagnosed additional needs, and therefore it is important to escalate this

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- Once a student is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed. Staff will use professional judgement and risk asses the urgency of the situation to help inform the timeframe required in establishing the students' whereabouts before notifying the Police. Timeliness should be on a case-by-case basis. Designated Safeguarding Lead should, together with the educators involved, assess the individual's vulnerability. School staff will try to locate the individual and try to establish the whereabouts of them.

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- Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

- Option 1 – if the student returns before the police have arrived then the Police must be informed, and own school procedures need to be followed.

- Option 2 - if the student returns to school of their own volition, then the Police must be informed, and own school procedures need to be followed.

- Option 3 - if the police locate the student and bring them back to the school the Police will conduct the safe and well interview and the school will follow school procedures.

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- Where a student has a known risk of being missing, this may mean we cannot meet their needs at our school, due to its layout and approach. If a student goes missing who is on roll, a risk assessment for the individual will be updated (traffic light). We reserve the right to follow our behavioural processes in line with consequences after such actions from a student. This will be managed on a case-by-case basis, depending on their presentation and surrounding factors at the time the situation took place.

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11. Safeguarding Criteria

To fully understand the complete range of instances in Safeguarding, it is important to recognise examples of these, their parameters, criteria and actions required to address them.

11.1 Extremism And Radicalisation (The 'Prevent' Duty and Channel)

Since 2010, when the Government published the 'Prevent Strategy' (the key prevention aspect of Contest), there has been an awareness of the specific need to safeguard children, young people and families from extremism. There have been several occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

ADO River Valley values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both Students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to the rule of law and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make students vulnerable to future manipulation and exploitation. ADO River Valley is clear that exploitation and radicalisation is viewed as a safeguarding concern and must be dealt with accordingly. ADO River Valley ensure that 'Prevent' referrals are taken as seriously as referrals made to MASH- with our DSL and Deputy DSL also completing relevant training in prevent referrals, and they are also assigned 'Prevent Leads' for the company.

Extreme Right Wing (ERW) is the overall term that encompasses all activity for Right Wing Extremism (RWE) and Extreme Right-Wing Terrorism (ERWT). We use resources that are created by 'Educate Against Hate' which helps us to provide support about extreme right-wing and knowledge for our staff and students. [Let's Discuss: Extreme Right-Wing - Educate Against Hate](#)

Since the COVID-19 pandemic, right-wing influencers continue to use anti lockdown/anti-vaccination narratives promoting online conspiracy theories. RWE referrals continue to exceed Islamist referrals.

ALL staff at ADO River Valley must complete 'Prevent' and 'Channel' training as part of their induction and will receive regular briefings and update training. Furthermore, all staff must engage in relevant training involving filtering and monitoring.

11.2 Forced Marriage And Honour Based Violence

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A CYP who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Information about a forced marriage may come from the CYP themselves, of their peer group, a relative or member of the CYP's local community or from another professional.

Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/under-age sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'. Honour-based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have 'dishonoured' their family. It is rooted in domestic violence and is often a conspiracy of family members and associates, meaning victims are a risk for their parents and families.

ADO River Valley staff should respond to suspicions of a forced marriage or honour-based violence by alerting the DSL who will make a referral to Children's Social Care and if the risk is acute, to the Police Child Abuse Investigation Team.

ADO River Valley staff should not treat any allegations of forced marriage or honour-based violence as a domestic issue and send the students back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move their CYP and bring forward both travel arrangements and the marriage. For this reason, staff should not approach the family or family friends, or attempt to mediate between the CYP and family, as this will alert them to agency involvement.

Further information and advice can be obtained from the Forced Marriage Unit [How to report forced marriage | Metropolitan Police](#) and the Honour Based Violence Helpline 0800 599 9247.

11.3 Female Genital Mutilation

FGM (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone.

Staff should be alert to the Following Indicators:

- The family comes from a community that is known to practise FGM

- A students may talk about a long holiday to a country where the practice is prevalent

- A students may confide that she is to have a 'special procedure' or to attend a special occasion

- A students may request help from a teacher or another adult

- Any female students born to a woman or has a sister who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family

It is illegal in the UK to allow girls to undergo FGM either in this country or abroad. It is important to note that all staff have a duty to report personally any concerns they may have about girls at risk of FGM to the police. Any concerns must be immediately shared with the DSL, however in addition the person who has the concern must also notify the police by calling 999.

11.4 Bullying

We understand that bullying, including cyber-bullying, is harmful to children. Our **Prevention of Bullying Policy** linked very closely with our **Behavioural Modification Policy** sets out our aim of ensuring no student becomes a victim of any form of bullying. ADO River Valley foster an environment where bullying behaviour is known to be unacceptable and we will always take seriously any reports of bullying and respond appropriately.

11.5 Students who are LGBTQA+

We understand that bullying may take different forms and may include, as examples, racist, sexist, homophobic, transphobic and biphobia behaviours.

It is important to note that being LGBTQA+ is not in itself an inherent risk factor of harm, however students unfortunately may be at risk of being bullet for these reasons. Within our broad and open curriculum, we provide a wealth of education and experiences to talk about such topics. We ensure that all students have a trusted staff member to talk to should they need this. Trusted adults aim to reduce the additional barriers faced by these students by providing a safe space for them to talk or share any concerns that they have, thus any approaches on how we can support them further.

All staff are clear about the Protected Characteristics, as prescribed in the Equality Act 2010

Any such reported or observed incident will be dealt with in accordance with our **Prevention of Bullying Policy.**

11.6 Online Safety including Filtering and Monitoring

We recognise that students use of the internet is an important part of their education but that there are risks of harm associated with its use. We have an **Online Safety Policy** that addresses how we seek to minimise those risks across our services and teach all students how to stay safe when using the internet in their lives outside of the ADO River Valley community. We also recognise that all members of staff must always be mindful of the need to follow our policy of acceptable use of our technology equipment, including our filtering and monitoring systems to help keep students safe. The school has in place policies and protocols for the use of online communication technology between the staff and other members of the school and wider community. We are implementing software which alerts us to any concerning factors such as internet searches, it will also allow us to run reports on all devices across the company, we ensure students work under strict staff supervision when online presently whilst implementation is being carried out. We will also be carrying out half termly manual checks with the devices in case the software for filtering and monitoring fails.

Members of staff understand that communication with young people, parents / carers and members of the community should only take place through officially sanctioned school mechanisms. We use a variety of sanctioned tools including Arbor/CPOMS/Egress/ChatPro The nature of these communications must be professional.

We ensure that the DSL and OSS (Online Safety Support) has a broad understanding of these systems and that we follow the [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)](www.gov.uk).

Our Safeguarding lead and deputy lead are also working with a member of our governance committee to ensure that our filtering and monitoring procedures meet the national guidance (KCSIE 2023).

ALL staff at ADO River Valley must complete 'Prevent' and Channel training as part of their induction and will receive regular briefings and update training. Furthermore, all staff must engage in relevant training involving filtering and monitoring. We have one allotted staff member who is responsible for embedding online safety into the curriculum in as many ways as possible.

The DSL takes lead responsibility for safeguarding and child protection, including online safety and ensuring the schools' filtering and monitoring systems are effective. Our staff are aware of the reporting lines to share concerns / suggestions and we have a culture of openness between colleagues to ensure child protection is of the highest standard.

The Senior Leadership Team are responsible for:

- Procuring filtering and monitoring systems

- Documenting decisions on what is blocked or allowed and why

- Reviewing the effectiveness of our provision

- Overseeing reports

They are also responsible for making sure that all staff:

- Understand their role

- Are appropriately trained

- Follow policies processes and procedures

- Act on reports and concerns

Senior leaders work closely with governors and proprietors, the DSL and IT service providers in all aspects of filtering and monitoring. We instructed our IT Supplier which is contracted to Kylanja Limited (our own separate company that leads some of our back office functions and trades as ADO Therapy) and other third party IT providers to identify, purchase and implement the filtering and monitoring software to protect our students and all devices owned by the school. The software chosen was Smoothwall, and Firewall. Both of which are implemented across the school now.

Our IT service provider is responsible for:

- Technical responsibility of maintaining filtering and monitoring systems

- Providing filtering and monitoring reports

- Completing actions following concerns or checks to systems

Our IT service provider will also:

- Work with senior leadership/ DSL/ OSS to identify risks, carry out reviews, carry out checks, procure systems

We ensure that each student who has a school laptop / device at school has its history checked regularly in addition to implementation of thorough monitoring to prevent risk of accessing harmful content

We will ensure that our filtering provider:

- Is member of Internet Watch Foundation

- Is signed up to Counter-Terrorism Internet Referral Unit (CTIRU)

- Blocking access to illegal content including child sex abuse material (CSAM)

- Pays strict attention to blocking harmful content relating to self-harm and suicide, due to our remit and the students that we are working with.

Furthermore, we have ensured that ADO River Valley has conducted its own Data Protection Impact Assessment (DPIA), which has allowed us to identify gaps and the impact of the DPIA. We will also use this tool when:

- A safeguarding risk is identified

- There is a change in working practice

- When new technology is introduced

While filters should not over block, as it may place unreasonable restrictions on what can be taught, it is also fundamental to be aware of some of the potential dangers that the internet can pose, including:

- Access to illegal, harmful or inappropriate images, video games or other content
- Unauthorised access to loss of or sharing of personal information
- The risk of being subject to grooming
- The sharing or distribution of personal images without an individual's consent or knowledge
- Inappropriate communication/contact with others, including strangers
- Sexting
- Implications of geolocation
- Cyber-bullying
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- The potential for excessive use which may have a negative impact on the social and emotional development and learning of the young person.
- Material published by students and staff in a social context which is considered to bring ADO River Valleys' reputation into disrepute (or considered harmful to, or harassment of, another students or member of the organisation) will be considered a safeguarding issue and a breach of conduct.
  The DSL takes lead responsibility for safeguarding and child protection, including online safety and ensuring the schools' filtering and monitoring systems are effective. We ensure that each student who has their own laptop / device at school has its history checked regularly in addition to thorough monitoring to prevent risk of accessing content that relates to radicalisation/ extremism or anything else concerning.

  We ensure that our filtering provider is:

- A member of Internet Watch Foundation
- Is signed up to Counter-Terrorism Internet Referral Unit (CTIRU)
- Is blocking access to illegal content including child sex abuse material (CSAM)

11.7 Sexting

The UK Council for Child Internet Safety (UKCCIS) have produced updated guidance for schools on how to tackle sexting and 'youth produced sexual imagery' as sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. *(See new guidance from UKCIS on the sharing of nude and semi-nude images which has replaced historic sexting advice) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)*

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to child sexual exploitation (CSE).

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales) *https://www.legislation.gov.uk/ukpga/1978/37*.

Specifically, it is an offence to possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

Although the production of such imagery will likely take place outside of the context of ADO River Valley these issues often manifest in schools working with students. Staff respond swiftly and confidently to ensure that students are safeguarded, supported and educated.

The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

- All incidents involving sexting and youth produced sexual imagery should be reported immediately on an Incident Form and escalated.

- The DSL should hold an initial review meeting with appropriate ADO River Valley staff

- There should be subsequent interviews with the students involved (if appropriate)

- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the students at risk of harm

- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

- Staff are never to view copy or share the images in any way. Being involved in this would be illegal. We ensure that if a staff member is shown an image by a student before asking them not to, that the staff member goes straight to the DSL to support them and follow the relevant reporting protocol.

- Staff who are not DSL's do not ask students to delete the imagery

- Staff do not share the allegation of sexting to wider staff, students or any other stakeholder.

- In many cases, education settings may respond to incidents without involving the police, for example where an incident can be defined as 'experimental' and there is no evidence of abusive or aggravating elements. The police may, however, need to be involved in some cases to ensure thorough investigation, including the collection of all evidence, where there are abusive and/or aggravating factors, incidents should always be referred to the police through the Multi-Agency Safeguarding Hub (MASH). Even when the police are involved, a criminal justice response and formal sanction against a child or young person would only be considered in exceptional circumstances.

11.8 Child Sexual Exploitation (CSE)

Sexual exploitation can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention/affection, accommodation or gifts, to serious organised crime and child trafficking.

What marks out exploitation is an imbalance of power within the relationship. The instigator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops. ADO River Valley attempts to identify students who are vulnerable to, or at risk of, sexual exploitation and who need services and interventions to keep them safe. We will pass on any information about CSE issues affecting ADO River Valley, such as concerns about adults hanging around the school, to the police.

11.9 Harmful Sexual Behaviour

Sexual violence and sexual harassment can occur between two children of any age and sex. It may occur through a single child or group of children sexually harassing or being sexually violent towards another child or group of children, it may happen both physically or verbally, online or offline. Evidence suggests that girls, children with Special Education Needs and Disability (SEND) and LGBTQA+ children are at greater risk (as with Child Criminal Exploitation *KCSIE 2023*). It is important that all disclosures are taken seriously, victims are supported and there is a clear message that it is never acceptable.

Any experience of sexual violence and sexual harassment is likely to have a significant impact on a student's emotional well-being and adversely affect their educational attainment.

ADO River Valley Staff are to report any concerns about a student to the designated safeguarding lead and log it with an Incident Form.

11.10 Allegations From Students Against Other Students

In most instances, negative conduct of students towards each other will be covered by our policies for Promoting Positive Behaviour and Preventing Bullying. However, some allegations and child on child abuse may be of a more serious nature and raise safeguarding concerns. Allegations made against another students may include physical abuse (e.g. violence, particularly pre-planned; forcing the use of drugs or alcohol), emotional abuse (e.g. bullying, blackmail, extortion, threats, intimidation), sexual abuse / harmful sextual behaviour (e.g. indecent exposure, touching, sexual violence and sexual harassment, sexting, forcing the watching of pornography) and/or sexual exploitation (e.g. photographing or videoing indecent acts).

11.11 Looked After Children And Young People

Occasionally an ADO River Valley students will be in 'Looked After' accommodation and will be living independently from their original family or carer home. These students are particularly vulnerable to any of the criteria listed in this document and ADO River Valley staff should be aware of their circumstances accordingly. Close communication should always be made with the residential care home they are living if any safeguarding concerns are flagged.

11.12 Drugs And Substance Abuse

Students are at risk from a range of both legal and illegal substances. Substance misuse is an increasing social problem that can have devastating consequences for individuals, their families and the community as a whole. ADO River Valley is committed to the health, safety and welfare of its students and will take action to help safeguard their well-being as well as providing support, advice and education about drugs and substance misuse as appropriate.

ADO River Valley will never condone the misuse of substances, and the possession or supply of illegal drugs, and it will be viewed as a safeguarding concern.

12 Minimising The Risk

It is inevitable in our services that some students will present a safeguarding risk to other Students. A robust induction system ensures that we are informed as to whether a student arrives or re-joins presenting a safeguarding concern, for example after coming back into school following a period in custody or having experienced serious abuse themselves. Intelligent timetabling, groupings, supervision and personalised risk assessments, including daily dynamic risk assessments, are central to the effective management of safety in our services. In itself, this dramatically reduces the possibility of negative conduct against other students, and therefore of allegations.

13 Managing Allegations Against Other Students

All staff treat this abuse very seriously and never consider it as 'banter' or part of growing up. When an allegation is made by a student against another students, staff should consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern:

- The DSL should be informed as per the usual procedures
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL will contact social care services to discuss the case. It is possible that social care services are already aware of safeguarding concerns around the students in question. The DSL will follow through the outcomes of the discussion and make a social care services referral where appropriate
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both students files
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim)
- It may be appropriate to exclude the students being complained about for a period of time, as outlined in our Promoting Positive Behaviour and Preventing Bullying policies
- Where neither social care services nor the police accept the complaint, a thorough investigation will take place in any case, using our internal procedures
- In situations where the DSL considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan which will be monitored and evaluated with all adults working with the students. Individual risk assessments will also be amended accordingly.

- All involved in the case will be supported by the school, what this looks like may vary depending on the case, however it may include: additional therapeutic support, home visits, personalised timetable, family support and ongoing communication with external agencies. We feel strongly that all students should be supported, including if they were the instigator, as there are clear issues that need addressing to ensure that they are safe within society.

14 Gangs, Child Criminal Exploitation (Including 'County Lines')

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a CYP into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the instigator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect CYP, from all genders and can include individuals who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Some specific forms of CCE can include CYP being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

CYP can become trapped by this type of exploitation as instigators can threaten individuals (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As CYP involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

The 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 to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Staff are aware that a key indicator to look out for is missing episodes; if a student has periods of going missing it is possible that they have been trafficked for the purpose of transporting drugs. This is another reason why our absence procedure is so crucial; we inform the police if we have been unable to obtain a reason for a student's absence as they are classed as a 'missing child'. A student being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual

abuse, sexual exploitation or child criminal exploitation, and to this regard we take absences very seriously at ADO River Valley.

Like other forms of abuse and exploitation, child criminal exploitation can affect any CYP under the age of 18. It can still be exploitation even if the activity appears consensual; there is usually some form of power imbalance in favour of those perpetrating the exploitation. It can also involve force and/or enticement-cased methods of compliance and is often accompanied by violence or threats of violence. Staff should raise the concern with the DSL as soon as possible and log any information relating to child criminal exploitation on an Incident Form.

15 CYP and The Court System/ Police Investigations

Should a student need to give evidence/ meet with police we would ensure that they have the support from an appropriate adult throughout this process.

CYP are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is guidance available on the government website that explains the process and support that are available for CYP.

Making arrangements via the family courts following a relationship breakdown can be an extremely stressful time for the whole family. The Ministry of Justice has launched an online CYP arrangements information tool which parent-carers may find helpful as it offers clear information in the dispute resolution service. Further information on the court system can be found at: *https://helpwithchildarrangements.service.justice.gov.uk/*

16 CYP Employment

Only children over the age of 13 may be employed to do light work. Regulations determine the type of work and restrict the hours a CYP may be employed for. CYP working in the UK who are still of compulsory school age are required to have a work permit if required by local bylaws. Different regulations apply to CYP in entertainment, where individuals under thirteen may be licensed to perform in commercial performances under strict guidelines and controls. Further information on children in employment can be found at https://www.gov.uk/child-employment

17 Private Fostering

A private fostering arrangement is one that is made privately, without the involvement of a Local Authority, for the care of a CYP under the age of 16 years of age by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Each party involved in the private fostering arrangement has a duty to refer it to the Local Authority at least six weeks before the arrangement is due to begin, and not to do so would be an offence. ADO River Valley has a duty to inform social care services if we become aware of a private fostering arrangement that has not been shared with the Local Authority. Although there is no duty for ADO River Valley to be informed of private fostering arrangements it would be helpful if the family could pass on the information to ensure support can be put in place. Further information on private fostering can be found at *https://www.privatefostering.org.uk*

18 Health And Safety

Our Risk Assessment and Health & Safety policies demonstrate the consideration we give to minimising any risk to students when on ADO River Valley premises and when undertaking activities out of ADO River Valley under the supervision of our staff. This also includes alternate provisions, where we are responsible for the safeguarding of students. Risk assessments, site visits and a written statement is obtained from the provider stating that they have completed all the required vetting and barring checks that are necessary on their staff.

We acknowledge our responsibility to safeguard all students in potentially vulnerable situations such as changing rooms, while also acknowledging their right to privacy. A professional judgement is made based on the age and the developmental needs of students; appropriate supervision is achieved by staff being in close proximity to the changing room and students should be aware of this, knowing that adults will enter the room only if necessary.

Onsite showers are available for students to make use of if required. Students may be encouraged to do so in order to improve their personal hygiene and/or to reinforce the importance of cleanliness and regular washing. Risk assessments are in place to ensure the safety of both students and staff members.

To ensure the safety of our students, procedures in place allow staff to search them, if there is reason to believe, to make sure that they are not bringing inappropriate materials or dangerous weapons into ADO River Valley sites. There will normally be two members of staff present during a search, and a member of staff who is of the same sex as the students will carry out the search. In exceptional circumstances, if there is a risk of serious harm to a person if the search is not carried out immediately, students may be searched by a person of the opposite sex and without another member of staff present.

19 Working With Students Families

19.1 Students Information

We acknowledge the importance of maintaining up-to-date and accurate information about students. To this end, we regularly ask all families to provide us with the following information and to notify us of any changes that occur:

- Names and contact details of persons with whom the students normally lives
- Names and contact details of all persons with parental responsibility
- Emergency contact details
- Details of any persons authorised to collect the students from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- Name and contact detail of the students general practitioner
- Any other factors which may impact on the safety and welfare of the students

19.2 Confidentiality

Information about students given to us by themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a 'need to know' basis in order to support the students - if that is necessary and make use of if required.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the students and overrides any other duties we have regarding confidentiality and information sharing. We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the student transfers within five days.

19.3 Referrals To Other Agencies or Authorities

If we have a reason to be concerned about the welfare of a student we will always seek to discuss this with their family in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to social care otherwise this may put the student at risk of further harm either because of delay, or because of the actions of the parents or carers.

20 Adults Working With CYP

20.1 Safer Recruitment
We do not facilitate work placements, work experience or deploy any form of temporary worker in our key safeguarding areas.

20.2 Preparation

We will always consider the vacancy that has arisen within the context of safeguarding our students and ensure that we include the responsibility to safeguard them within the requirements of the role. We always consider carefully the knowledge, skills and experience required to safeguard children and include these within a person specification.

20.3 Advertising

All vacancies that are open to external applicants are advertised on our website. When using the services of a third-party advertising site or agency, we endeavour to advertise our vacancies in a manner that is likely to attract a wide range of applicants (e.g. on a nationally recognised website, such as Indeed or TES Jobs). The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to all relevant statutory vetting checks.

20.4 Applications

Through whichever route an employee joins us, they must complete an application form. Our application form enables us to gather information about a candidate's suitability to work with CYP by asking specific and direct questions. We scrutinise all completed application forms and do not accept CVs alone. The candidates indicate that they understand that they will be subject to vetting checks, including a barred list check, an enhanced DBS check, and the prohibition from teaching check. Once registered and, if appropriate, we will also carry out the s128 prohibition for committee and senior leadership team checks.

The recruitment process for leadership roles follows the typical structure; once a pre-determined closing date has passed, leaders shortlist candidates on the basis of the application forms submitted and invite successful applicants to attend interviews. Non-leadership vacancies, however, are far more frequent and usually recruited for within a shorter time-frame. Consequently, it is not practical to adhere to the same recruitment protocol. For teaching, support and administration roles, therefore, candidates are invited to an initial meeting with the relevant leader on the strength of their CV, as and when we receive them. After a successful initial meeting, a candidate will be invited to complete an application form before attending a trial day, followed by a formal interview.

20.5 Formal Interviews

- We will always conduct a face-to-face interview
- Our interview panel will always contain at least two leaders and all interviewers are safer-recruitment trained

- Interview questions will seek to ensure that we understand the candidate's values and beliefs that relate to children and young people
- All candidates will be asked to bring original documents, which confirm their identity, qualifications, right to work in the UK and any overseas checks
- An interview pack which consists of a set of general interview questions (including on safeguarding), interviewers' grades and the decision to appoint or not to appoint, is kept in the employee's file

20.6 Selection

The interview panel will consider all the evidence gathered before making its choice, whereupon a verbal offer of the post will be made to the successful candidate. On acceptance of the post, candidates are given a formal offer which states that their appointment is subject to the school's receipt of two satisfactory professional references, the completion and return of all relevant paperwork and successful completion of all the relevant statutory vetting checks. Unsuccessful candidates are informed of the outcome of their application and feedback is available upon request.

20.7 References

We do not accept open references, letters of recommendation or testimonials.

We always take up at least two references; these must be completed on our own reference form and signed off by the Quality Assurance Manager before employment commences. One reference must be from the last recorded employer in line with KSCIE 2023 guidance.

Our reference form includes questions specifically intended to reveal safeguarding concerns, such as enquiring about the candidate's previous competency when working with CYP, asking if the candidate was ever subject to disciplinary action and if the referee knows of any reason why the candidate should not be given substantial access to CYP.

Verification checks are performed at random on at least 1 in every 4 references we receive. This includes confirming the identity of the referee, by phone, as well as the validity of the reference they have submitted. These checks are also carried out in every instance in which the referee is deemed to have given insufficient, ambiguous or concerning information. Similarly, verification checks are performed whenever a reference is returned from an email address that is not recognisably professional or that does not obviously belong to the person from whom we are expecting to receive the reference.

We verify previous employment history, where necessary.

20.8 Vetting Checks On Our Single Central Record

We arrange for a DBS check to be processed for all new staff, unless they are able to evidence an original DBS certificate that is subscribed to the DBS update service and which we can confirm remains current and accurate. All staff for whom we arrange to have a DBS check processed are required to subscribe to the DBS update service. We gain consent from all staff to re-check the status of their DBS at any time, typically at least every three years.

In addition:

All staff working in regulated activity require an Enhanced DBS check.

- Staff are always supervised while the DBS check is being processed (if relevant), and a DBS barred list check is always undertaken before staff commence their duties with ADO River Valley.
- All members of our Governance Committee are Enhanced DBS checked.
- If a candidate declares at the interview stage that their DBS certificate will or might not be clear (particularly if it includes or might include a police caution, conviction, reprimand or warning), the DSLs will assess whether or not the disclosure should preclude the candidate from working with ADO River Valley. If the candidate's application is allowed to proceed, the DSL will complete a risk assessment for the individual, which will be kept securely and confidentially in their personnel file.
- If a candidate fails to declare at the interview stage that their DBS certificate will or might not be clear, and this proves to be the case, they will not be appointed as a member of staff.
- We verify, where necessary, that the successful applicant has all the academic or work-related qualifications claimed and request the original academic & professional qualifications and certificates, including proof of qualified teacher status (QTS).
- We verify the successful candidate's identity and right to work in the UK; only original documents are accepted. National Insurance numbers are also recorded on the Single Central Record (SCR).
- We verify that the candidate has the health and physical capacity for the job using a standard medical questionnaire. This form is completed after the interview and job offer process, (after contract is signed) so does not affect the appointment decision. It is, however, possible that a medical condition or health complaint could prevent an otherwise successful candidate from being able to meet the requirements of our conditional offer of employment. This will only apply if the health issue or concern renders the candidate unable to fulfil the requirements of the role, as laid out in the job description.
- Any candidate who has lived or worked in a foreign country (anywhere outside of the United Kingdom) for longer than three months, during their adult life, will be required to undertake overseas checks. The nature, accessibility and speed of these checks may vary from country to country, but no candidate will be able to commence work until these checks are underway.

- Though it is not a statutory requirement, all staff who will have regular access to CYP will have a 'prohibition from teaching' check undertaken before they can commence employment.
- We reserve the right to carry out 'online checks' on any potential applicants (in line with guidance on partisan views from KCSIE 2023). Safer recruitment paperwork outlines that we do this, to ensure that individuals are aware of this.
- Once registered, we will carry out S.128 prohibition check for management. This will be carried out if a member of staff joins the senior leadership team or Governance Committee.

20.9 After Appointment

The successful candidate will be given a formal offer and issued with a contract in due course.

All offers of employment are dependent on the satisfactory completion and return and clearance of all requested forms and checks.

- Newly appointed staff are issued with a copy of our staff handbook and shown where to find our key policies; they must sign to confirm they have read and understood these documents.
- All new staff complete an induction with their line manager and a safeguarding induction with the DSL or deputy DSL, which includes familiarisation with 'Keeping Children Safe in Education' (KCSIE) (September, 2023). All staff have access to KCSIE on our shared drive ADO River Valley and must read it and sign to say they have done so. Similarly, staff must sign to declare that they have received a safeguarding induction, have read, understood and agree to adhere to our policies and procedures and have sought clarity on anything that remains unclear to them. This is recorded and retained in the employee's personnel file.

We will refer to the Disclosure & Barring Service any person whose checks reveal that they have sought work when barred from working with children.

We will always supervise staff and act on any concerns that relate to the safeguarding of children, and staff are closely monitored at all times, within reason.

20.10 Training

All staff will undertake child protection and safeguarding training prior to working with students. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for all students.

The DSL undertakes specific training for the local authority and accesses regular updates to developments within this field. We provide adequate and appropriate staffing resources to meet the needs of our customers and visitors, ensuring correct ratios are applied where necessary. Refer to our Staffing and Recruitment policy for further information.

21 Supervision Of Staff & Managing Allegations Of Abuse Against Them

21.1 Procedure

Our procedures for managing allegations of abuse against members of staff ensure that any allegation of abuse made against an educator or other member of staff is dealt with very quickly, in a fair and consistent way that provides effective protection for the students and at the same time supports the person who is the subject of the allegation.

All allegations made should be reported immediately, normally to the Designated Safeguarding Lead (DSL), who is also our Headteacher. If this individual is the person who the allegation is regarding, the Chair of our Proprietor Body should be contacted directly with support from the LADO if required, in addition the Chair of our Governance Committee. Government guidance in 'Keeping Children Safe in Education (2023) will be adhered to.

Our own internal contracted guidelines centred on whistleblowing, disciplinary or suspension procedures for each individual employee or volunteer will be followed as deemed necessary. A thorough internal investigation will begin to record any evidence.

The school must then involve the LADO if the allegations require further investigation. If students make the allegation the LADO will be informed immediately for advice and guidance. A full internal investigation will continue to determine how this will be progressed, handled and the likely outcomes including the requirement for further escalation to the appropriate authorities.

In response to an allegation, suspending the member of staff is not the default response, unless there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by ADO River Valley and the individual notified of the reasons.

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or dismissed as insufficient evidence will not be referred to in employer references.

Students or parent-carers who have made malicious or defamatory allegations will be referred back to their origin of contractual obligations. This may result in dismissal, cancellation of contract or legal action against them.

The procedures for dealing with allegations should be applied with common sense. However, it is important that even allegations that appear less serious are responded to appropriately.

- The recipient of an allegation must report it to Designated Safeguarding Lead (DSL) as soon as possible and never try to investigate it themselves. If the Designated Safeguarding Lead (DSL) is implicated, it must be reported to the Deputy Designated Safeguarding Lead.
- A record of the report must be made by the DSL, other than if they are implicated which must be timed, dated and include a clearly written name and signature.
- If the allegation is serious and credible and alleges that a member of staff has a) behaved in a way that has harmed or may have harmed a student, b) possibly committed a criminal offence against or related to a student, or c) behaved towards a student in a way that indicated they are unsuitable to work with children, the LADO should be informed on the same day.
- If unsure, call the LADO in any case to discuss the allegation. Such consultation will enable the LADO and the Headteacher to consider the nature, content and context of the allegation and agree a course of action.
- If this leads to a decision that no further action is to be taken this decision and the reasons for it should be recorded by both ADO's Headteacher, DSL and the LADO. They should agree between them the information that should be put in writing to the individual about whom the allegation was made. Both should then consider the action that should follow in respect of that individual and also the person (or persons) who made the allegation.
- If it is decided that the allegation warrants further action the LADO will take this forward.
- The DSL should inform the accused person about the allegation as soon as possible, but only after consulting the LADO about whether this is appropriate at this stage and what information can be given to the person.

Consideration must be given as to whether it is necessary to remove the subject of the allegations from contact with students in ADO River Valley, pending investigations and procedures arising from the allegation. Suspension should not be automatic but should be considered if there is cause to suspect a student is at risk of significant harm, the allegation warrants investigation by the police, or the allegation is so serious that it might be grounds for dismissal. Any decision to suspend shall be taken only after consultation with the LADO. This will take into account the safety of the student involved and the impact on any enquiry.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within 24 hours, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details.

The subject of the allegations (whether suspended or not) shall be treated fairly and honestly and helped to understand the concerns expressed, processes involved and possible outcomes. They should be kept informed of the progress of the case and of the investigation and clearly informed of the outcome of any investigation and the implications for disciplinary or related processes. They should be provided with an appropriate level of support.

The DSL shall be responsible for continuing liaison with the Bexley LADO and all communication between ADO River Valley and other agencies that may be involved in processes following an allegation.

Confidentiality is essential and information about an allegation must be restricted to those who have a need to know in order to protect students, facilitate enquiries, avoid victimisation, safeguard the rights of the person about whom the allegation has been made and others who might be affected, and manage disciplinary or complaints aspects.

Following the conclusion of ADO River Valley child protection processes, if further enquiries are pursued for the purpose of disciplinary, regulatory or complaint investigation, they should be arranged in a way that avoids the repeated interviewing of students or other vulnerable witnesses.

Support will be provided to all those involved in an allegation throughout the external investigation in line with support and advice of the appropriate authorities. All enquiries, external investigations, interviews will be documented and kept in a locked file. Unfounded allegations will result in all rights being re-instated.

Founded allegations will be passed on to the relevant organisation (the Police and DBS support) and will result in the termination of employment. The appropriate authorities will also be required to notify the Independent Safeguarding Authority (ISA) to ensure their records are updated.

All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoid any unnecessary re-investigation.

The company retains the right to dismiss any member of staff in connection with founded allegations following an inquiry. Therapeutic interventions will be available for any staff member of the company who is affected by an allegation, their colleagues and the parents.

Please also see our **Whistleblowing Policy** to which all staff have access, and which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.

21.2 Dismissal & Duty Of Care

We have a duty to refer a person who is deemed unsuitable to work with children to the Disclosure & Barring Service (DBS).

Specifically, we refer to the DBS any member of staff who;

- Has harmed, or poses a risk of harm, to a child
- Has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- Is dismissed or receives disciplinary action because of misconduct relating to a child
- Leaves their employment during an investigation related to misconduct relating to a child

The DBS will then consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

21.3 Safe Practice

We ensure that all staff are clear about the expectations we have of their behaviour towards all students and that any incident that falls below our expected standards will be dealt with appropriately, as per our staff conduct and disciplinary procedures.

21.4 Childcare Disqualification

ADO River Valley is fully cognisant of legislation relating to childcare disqualification which can be (for instance) for inclusion on the Children's Barred List, being cautioned for specific offences against children, grounds related to the care of children, having child care or children's home registration refused or cancelled and or for being disqualified from private fostering. It can also be 'disqualification by association' i.e., when an employee lives in the same household as someone else who is disqualified. ADO River Valley also ask employees about childcare disqualification or disqualification by association.

22 Review

All ADO River Valley policies and procedures follow ITIL guidelines to ensure version control, change control and release management of any documents. As a matter of policy, documents can be updated at any time to reflect changes to ADO River Valley procedures, legal changes, OFSTED directives or any other reason to ensure the policies and procedures are accurate and correct. This involves consultation with stakeholders, Governance Committee and approval from the directors. All policies and procedures are reviewed at the very least on an annual basis. Regular communication through newsletters, social media, text systems and through our website within the ADO River Valley Library is part of our Release Management.

23 References

All internal ADO River Valley References can be found highlighted in this document.

All external links are highlighted in *purple italics.*

24 Contact

This document was produced by the ADO River Valley Operations team. This version supersedes any previous versions and will be reviewed annually.
All correspondence with regard to this policy, or any other operational policy and procedure should be directed to the ADO River Valley by e-mailing education@adorivervalley.co.uk or calling 0208 855 6778, requesting to speak to the School Business Manager or in writing c/o School Business Manager, ADO River Valley School, 126 Upper Wickham Lane, Welling, Kent, DA16 3DP.

APPENDIX 1

INFORMATION & GUIDANCE FOR STAFF

These guidelines should be followed when staff are dealing with both individual and small groups of students. Be mindful at all times of your behaviour in relationship to individuals and small groups of students and of the potential risk of an allegation.

Take all necessary precautions in order to minimise the opportunity for an allegation to be made and use your common sense. Specifically, take note of the following points:

- Whenever possible, try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and, if possible, inform a colleague of your whereabouts. ALWAYS keep an appropriate distance between you and the student
- Do not engage in conversations about your personal life with students
- Keep boundaries very clear between you and students, especially if conversation involves relationships, emotions, and/or sexual content
- Do not exchange mobile phone numbers with students. If possible, do not have your mobile phone out when dealing with an individual students
- Do not accept students (or their family members) as 'friends' or links on social networking websites or mobile phone apps
- If a student's wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not ask students probing questions about their personal life unless they approach you first. Avoid giving advice to students about their relationships

APPENDIX 2

DEFINITIONS & CATEGORIES OF CHILD ABUSE

All CYP have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits; however, in general terms, the following definition should provide the bases for action under these guidelines:

"A CYP is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission".

Before a CYP is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of, significant harm leading to the need for a plan. The following are used for the plan. They are intended to provide definitions as a guide; in some instances, more than one category may be appropriate.

NEGLECT OVERVIEW

The persistent or severe neglect of a CYP or the failure to protect a CYP from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

NEGLECT EXAMPLES

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- Dirty unkempt appearance of CYP, in overall poor condition
- Thin wispy hair
- Underweight CYP, diarrhoea may indicate poor nutrition
- An undernourished CYP may be unduly solemn or unresponsive, or may be overeager to obtain food

- An under-stimulated CYP may not reach expected milestones
- Behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors include;

- Neglected CYP frequently come from homes where there is:
- A parent who is lonely, isolated, unsupported or depressed
- Poor inter-parental relationship or domestic violence
- A parent who is abusing drugs or alcohol
- A large number of CYP living in cramped or very poor conditions

PHYSICAL ABUSE OVERVIEW

Physical injury to a CYP including deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

PHYSICAL ABUSE (NON-ACCIDENTAL INJURIES) EXAMPLES

It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally. It could be non-accidental. All injuries to CYP, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a CYP may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers are therefore often key people in the identification of this form of abuse, as they regularly see the CYP partially dressed.

Signs to look out for:

- CYP who show a reluctance to undress or to expose parts of their bodies should be monitored as CYP who may have suffered physical injury
- Unexplained absences
- Physical signs of injury
- Unexplained or confused accounts of how an injury occurred
- Explanation of an injury which appears to be inappropriate to the nature and age of the injury

COMMON MEDICAL-PHYSICAL FACTORS ASSOCIATED WITH PHYSICAL ABUSE

Bruising

- Facial bruising around the mouth and ears

- Groups of small bruises
- Black eyes without a forehead injury, particularly if both eyes are affected
- Weal marks or outline of bruising (e.g. hand mark)
- Bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- Bruises on the back, back of legs, stomach, chest or neck
- Bruises or cuts to mouth or tongue (e.g. split frenulum)
- Pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

Bites

Bites leave clear impressions of teeth and some bruising, they are never accidental

Parents sometimes claim that bites have been made by other CYP or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent

Bites can be inflicted almost anywhere on the body

Burns and Scalds

CYP will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally

A cigarette burn is characteristically round but may have a tail when dragged against the skin and is surrounded by an area of inflamed skin. Cigarette burns can be found in groups and can be found on any part of the body

Scalds from boiling water may result from lack of supervision, or non- accidentally. A CYP is very unlikely to sit down willingly in very hot water; therefore, they cannot scald a bottom accidentally without also scalding the feet

Burns or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors of Physical Abuse

- Injuries not consistent with explanation given by parent (even if agreed by the CYP)
- Circumstances where parent delays seeking medical advice
- A history of repeated injuries or presentation to A&E
- Consent for a medical refused by parent
- Desire of a parent to attribute blame elsewhere
- Distant or mechanical handling of the CYP by the parent

SEXUAL ABUSE OVERVIEW

The involvement of dependent, developmentally immature CYP in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

SEXUAL ABUSE EXAMPLES

The traumatic effects of CYP sexual abuse can be far-reaching and enduring, impacting on a CYP'S cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the CYP is likely to be. Children who have suffered chronic long- term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

Sexual abuse can be one or more of the following:

- Rape – genital and or oral intercourse
- Digital penetration or penetration with an object
- Mutual masturbation
- Inappropriate fondling
- Taking pornographic photographs or exposing the CYP to pornographic materials
- Forcing the CYP to observe others involved in sexual activities

People from all genders can suffer from sexual abuse. Boys and girls who disclose sexual abuse from a female instigator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, childcare workers, clergymen or strangers. Warning CYP about 'Stranger Danger' and the 'PANTS' rule should therefore only form part of any CYP protection programme.

Signs to look out for:

- A CYP who demonstrates inappropriate sexual interest and activity, through play or drawings
- Sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- A CYP having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- A CYP who shows a marked fear of adults, usually men, but occasionally men and women
- A CYP who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- A CYP who suddenly starts to wet or soil
- A CYP who takes over the role of wife / mother within the family
- A CYP whose concentration and academic performance suddenly deteriorates

- A CYP who avoids medical examination or is reluctant to change for PE
- A child who has low self-esteem and few friends
- Aggressive behaviour from a normally quiet CYP, or withdrawn behaviour from a normally boisterous CYP
- Frequent unexplained absences or lateness
- A CYP who talks of nightmares and being unable to sleep; a CYP who may be excessively tired
- Arson
- Pregnancy in young teenagers where the identity of the father is vague or unknown
- Recurrent urinary tract infections
- Signs of sexually transmitted infections and overall dishevelled appearance

EMOTIONAL ABUSE OVERVIEW

Actual or likely severe adverse effect on the emotional and behavioural development of a CYP caused by persistent or severe emotional ill-treatment or rejection. All forms of abuse involve some emotional ill-treatment.

EMOTIONAL ABUSE EXAMPLES

Emotional or psychological abuse can be defined as the destruction of the CYP's competence to be able to function in a social situation. The CYP may be denied appropriate contact with peers within or outside of school and be forced to take on a particular role in relation to parents, which is detrimental to the CYP's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a CYP's behaviour and demeanour.

It is important to note that the emotional or psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- A CYP may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- A CYP may be used as a parent's confidant to a degree that is harmful to their psychological development
- A CYP may be ignored, rejected or denigrated by a parent
- A CYP may be terrorised by a parent or others so that she / he is overly fearful and watchful
- A parent who is unable to be responsive to a CYP's emotional needs, who may be emotionally distant and or excessively negative and hostile
- A CYP (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusionary state or paranoid beliefs

- A CYP who is cripplingly over-protected and not given freedom to act at an age appropriate level
- A parent who provides only conditional love with threats of withdrawal of love.
- Behavioural definitions are very difficult to quantify because most CYP experience some of these acts from time to time, and because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors of Emotional Abuse

CYP who suffer from emotional abuse frequently come from homes where there is:

- A mentally ill or disturbed parent
- Drug or alcohol abuse
- A parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to childcare
- A parent who has poor social skills, who may have learning difficulties and lack of knowledge about CYP's age appropriate needs
- A parent who has suffered severe abuse within their own childhood
- A household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their CYP are unaware that what they are doing is harmful. Because of their own life experiences, they may have a distorted view of parenting and their role as a mother or father.

APPENDIX 3

EXAMPLE OF THE VISITOR INFORMATION

Nothing is more important than the safety and well-being of our students. We ask that you take some time to familiarise yourself with some key safeguarding points.

ADO is committed to safeguarding and promoting the welfare of all our students especially vulnerable students and expects all staff and visitors to share this commitment.

- Our philosophy is to always 'think the unthinkable'.
- Any visitor will be accompanied at all times by a member of staff to ensure the safety and wellbeing of our students
- Be aware that we have secure entrances and exits to ensure the safety of our students; please be vigilant when walking through.
- If you have a safeguarding or child protection concern please report what has been disclosed to one of our designated safeguarding leads below as soon as possible, who will record and act, if appropriate, on the information.

- Remember that if there is a risk of immediate serious harm to a students a referral can and should be made to children's social care services immediately and that anybody can make a referral.

APPENDIX 4

SECURITY OR INTRUSION ALERT

If it is brought to the attention of staff or session leaders that an unfamiliar person had entered any sites under safeguarding controls, the staff member who has identified this intrusion will call the other team members on their walkie-talkie and notify them of the 'code word'.

The code word allows the team to find out promptly that there is a potential unsafe person within the space or grounds. When the code word has been shared, the team will work to ensure all CYP are taken into the secure area and a senior member of staff or the Land Support Supervisor will go off to investigate. (Please see section 9.2)

The unfamiliar person should be challenged in the following way:

- They should be approached with caution at a reasonable distance and told politely that they are in a private area not open to the public and under safeguarding control and should leave immediately.
- If they comply, they should be escorted out of the space or grounds.
- If they refuse to leave, the member of staff should warn them that they are trespassing and if they do not leave, the police would be notified. At no point should they be physically moved.
- If they comply, they should be escorted out of the space or grounds.
- If they still refuse to leave the police should be called and the remainder of the team in the safe area should be notified by walkie-talkie.
- The staff, and CYP should resume sessions only once the all clear is given by the unfamiliar person leaving or through police intervention.

Further information can be found in the **ADO Site Security Policy**.

25 Table of Changes

Table of changes from September 2023. This table explains where we made changes, under version control.

Summary	About the Guidance
Throughout	Change from Management Committee to Governance Committee
Page 2	Update on FGM Contact

Page 6	The DSL provides a report on all safeguarding issues at each termly meeting of the Governance Committee.
Page 6	We factor in, in house training which specifically focuses on contextual safeguarding, and the online safeguarding children level two course. Furthermore, our staff are working collectively to ensure that our responsibilities relating to filtering and monitoring on school technology are taken seriously, and are adhered to (with support from the DSL and the allotted member of the Governance Committee).
Page 7	Our Safeguarding lead and deputy lead are also working with a member of our committee to ensure that our filtering and monitoring procedures meet the national guidance (KCSIE 2023).
Page 7	We have an in depth safer-recruitment process which starts at the very beginning of an application. This document is available upon request and puts the emphasis on potential candidates being made aware that we as a school carry out online, pre-recruitment checks for candidates within the shortlisting process.
Page 9	We do not hire out our setting to external organisations for the use of our premises. We do share our premises with ADO Therapy, our sister company. The staff within this company follow the same recruitment checks, inductions, and training. ADO Therapy has a DSL of its own, and therefore ADO River Valley do not hold responsibility for any individual attending ADO Therapy.
Page 13	Students also have a regulation shelter which is available for them to access at times whereby they may need to calm down for a period of time, in addition to a variety of other locations situated around the site.
Page 15	However, it is important to share clarification that being 'absent', as well as 'missing', from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.
Page 19	Any concerns must be immediately shared with the DSL, however in addition the person who has the concern must also notify the police by calling 999.
Page 19	Filtering and Monitoring – Read full Section
Page 22	LGBTQA+ is now the correct and most up to date term 'LGBTIQA+' is an evolving acronym that stands for lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual.
Page 27	Concerns regarding students being absent and missing from education