**Safe Guarding Policy**

Date of Policy – Reviewed March 2025

Reviewed by – Georgia Leader-White and Susan Leader

## Role- Safeguarding designated Leads

Georgia Leader- White Safe Guarding and Online Safety Lead (D.S.L. Level 3 02/10/23)

This policy must be read in conjunction with the following policies-

* Behaviour Policy
* Data Protection Policy
* Safer Recruitment Policy

All staff have a responsibility to provide a safe environment in which children can learn (Keeping Children Safe in Education, KCSiE 2023). S.P.A.C.E expects that all staff will have read and understand this policy and understand their responsibility to implement it. Staff working directly with children must, as a minimum, have read and understand Part One of KCSiE (2023) and Annex B. S.P.A.C.E will ensure that they and senior leaders have read and understand Parts One and Two of KCSiE. S.P.A.CE will ensure that those staff who do not work directly with children have read either Part One or Annex A of KCSiE together with Annex B. All staff will sign that that they have read and agree to the policy

SPACE at GLH Equestrian is committed to building a culture in which the young people in our care are protected from abuse, harm and radicalisation.

SPACE will respond promptly and appropriately to all incidents or concerns regarding the safety of a young person that may occur.

“Safeguarding children, promoting their welfare and protecting them from harm is everyone’s responsibility- everyone has a role to play.” (Working Together to Safeguard Children 2018)

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SPACE‘s designated safe guarding lead is Georgia- Leader-White and the alternate lead is Susan Leader. They are responsible for liaising with external agencies, including schools. They will ensure all safeguarding issues are effectively responded to, recorded and referred to the appropriate agency. All Child Protection concerns need to be acted on immediately and schools notified of any concerns.

Staff at SPACE must

* Ensure young people are protected from harm and feel safe.
* Ensure young people know how to express their opinion and complain.
* Be effective in preventing and tackling bullying, including cyber bullying.
* Apply a consist approach to behaviour management
* Understand the indicators that suggest a young person is suffering, or at risk of abuse, neglect or harm and take appropriate action, working with partner schools
* Respond to the needs of pupils to prevent the risk of radicalisation and extremist behaviour and to work with schools and the police if an individual identified under Prevent is referred to Channel.
* Effectively manage attendance, reporting to the student’s schools within 30 minutes of their expected arrival in the case of non - attendance.
* Always work in the best interest of the child.

### Ethos

We ensure that all young people feel that they will be listened to and have appropriate action taken to any concerns that they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with schools and parents/carers to provide activities and opportunities to develop the skills that students require.

### Prevention

We recognise that high self-esteem, confidence, supportive friends and effective communication with a trusted adult will help protect young people. We recognise that child on child abuse can manifest its self in many ways and are all unacceptable.

Being aware of the potentially most vulnerable students may allow for earlier identification. This includes students who;

* Are disabled and have specific additional needs.
* Are young carers
* Are being drawn in to anti-social behaviour, including gang involvement.
* Are frequently missing from their homes.
* Are misusing drugs and /or alcohol
* Are at risk of modern slavery, trafficking or exploitation
* Are in a family presenting challenges for the child, such as substance abuse, mental health problems or domestic abuse.
* Ensure that individuals are dressed appropriately, safely and that “Upskirting “cannot occur.

### Disclosures

If a young person makes an allegation or disclosure, it is important that we;

* Stay calm and listen carefully.
* Reassure them that they have done the right thing telling you.
* Do not ask leading questions.
* Do let them know that we will need to tell someone else.
* Do not promise to keep a secret.
* Do inform the connecting school or Children’s Social Care or police immediately.

### Types of Abuse

Children may be abused by an adult or adults, or another child or children. The following categories are not an exhaustive list

* Physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, suffocating or otherwise causing physical harm. This includes fabricating or deliberately inducing illness.
* Upskirting- Photographs taken of a person’s clothing or under it, causing harm and distress and/or sexual gratification. It is a crime and should be reported to the police.
* Female Genital Mutilation is an illegal harmful practice and a form of child abuse and violence against women. When this provides an imminent risk action must be taken immediately and the police contacted.
* Cyber bullying- this occurs using digital technologies. It can happen on social media platforms, messaging apps, gaming platforms and mobile phones. It is a repeated behaviour and can be scaring, angering or shaming. For example spreading lies, sending abusive messages, or posting embarrassing photos including through fake accounts.
* Emotional Abuse: The persistent emotional maltreatment of a child, causes severe adverse effects on the child’s emotional development. It may involve convey that they are worthless or unloved, inadequate or valued solely to meet the needs of another person.

It may include;

i) Not giving the young person. the chance to express their views.

ii) Developmentally inappropriate expectations and interactions that are overprotective and preventing the young person from participating in normal social interaction.

iii) Serious bullying including cyber bullying, causing the young person to feel frightened or in danger

iv) Emotional abuse may occur alone or with other types of abuse.

* Sexual Abuse: This involves forcing or enticing a young person to take part in sexual activities, whether or not the person is aware of what is happening. This may include non-contact activities, encouraging children to behave in sexually inappropriate ways and viewing or be

involved in the production of sexual images. Sexual abuse is not solely carried out by men and can be carried out by women and children.

* Neglect: The persistent failure to meet a child’s basic physical or psychological needs, likely to result in the serious detriment of the child’s health and development. Neglect may occur during pregnancy as a result of substance mis-use. Once a child is born, neglect may involve a failure to provide adequate food, clothing and shelter (including exclusion from home or abandonment.) It may also include neglect to a child’s basic emotional needs.
* Extra- familial harm – Young people at risk of abuse or exploitation outside their families

### Children with SEND

There are additional safeguarding challenges for these young people and there needs to be an awareness that their behaviour may be due to abuse and not just because of their SEND.

### Mental Health Concerns

These can be an indicator that a young person could be at risk of suffering from abuse, neglect or exploitation.

We also help support good mental health by promoting resilience built up in our daily activities.

### Radicalisation

Our duty is to prevent young people being drawn into terrorism. This includes extremist ideologies and radicalisation. Any changes in behaviour should be reported to the DSL. These can be emotional, verbal or physical changes. Radicalisation is like grooming and should be treated in the same way. The process can be over a prolonged period of time or very quickly. Adverse childhood experiences combined with specific influences from others including family, peers and online may make someone more vulnerable to radicalisation. The DSL will communicate with the relevant local authority Prevent Lead or contact the police directly if there is a risk OF imminent danger. The DSL will liase with the police so that they can make a referral to Channel.

### Managing Safeguarding Concerns and Allegations Made About Staff

We are aware of the possibility of allegations being made against members of staff for a variety of reasons. We encourage an open and transparent culture. Dependent on the allegation being made, we will need to:

* Contact the relevant school
* Contact the parents or carers of the child if appropriate.
* Consider safeguarding arrangements for the young person away from the alleged abuser.
* Consider the rights of the staff member for a fair and equal process of investigation.
* If upheld, refer to Local Authority Designated Officers (LADO) and if advised refer to DBS or teacher’s Services .
* Contact the police if the staff member may have broken the law.

Staff should maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others including online. Behaviours such as being over friendly with children, having favourites, holding 1: 1 session in a secluded place, using inappropriate, intimidating or offensive language.

If staff become aware that a young person is becoming infatuated with them or another member of staff, a plan should be put in to place to manage the situation and the relevant school/carers contacted.

Where ever possible and practical, young people need to be worked with in a visible area outside or in the workroom, with the door open where appropriate depending on the weather.

It is advisable that transport is undertaken to and from the premises with an additional adult to the driver.

Staff should give minimal personal details to young people, parents and carers, including social media. The GLH Facebook page and Instagram are open to general viewing but care needs to be given to the posts displayed on them, focusing on the horses in our care.

### Behaviour Management

Staff should not use degrading or humiliating treatment to punish a child, including sarcasm, demeaning or insensitive language.

### Physical Contact

Any physical contact with a young person is open to scrutiny. However, there are occasions when it is appropriate in relation to a student's needs.

Some children are more comfortable with touch from adults and extra precaution is needed when an individual has suffered from previous abuse or neglect. Staff should use their professional judgement and be of limited duration. appropriate and not secretive. This may include helping to attach equipment such as a riding hat or assisting a pupil to mount a horse.

Physical force must not be used as a form of punishment. However, staff may intervene to prevent a young person from committing a criminal offense, injuring themselves or others or causing damage to property. Staff should seek to diffuse the situation rather than use physical intervention and should use the minimum force for the shortest time needed. Any case where physical intervention has taken place, the incident must be recorded and the parents/carer and relevant school informed.

### Photography, Videos, other Images and Online-Safety

Consent is sought at the beginning of the placement. Photos should only be stored when there is a reason to do so. When the images are used publicly, the child’s full name should be avoided and parental permission should be requested.

Our computers have appropriate filters and will only be used when supervised.

Mobile phone or electronic communication with a pupil other than for approved business is not acceptable.

If dealing with searching a screen, when it is unavoidable two members of staff should be present. It may be best to confiscate the devise before reporting to the school or police. When this is done Wi-Fi needs to be removed so that content can’t be removed.

### Confidentiality

Information is shared on a need-to-know basis with staff. Information regarding a young person will be shared with the relevant school without delay with either the head teacher, safeguarding lead, or school contact. The information is found on the pupil contact sheet.

### Missing Children

Schools are contacted within 20 minutes of a late arrival. For children not in school parents/guardians are called.

Children Missing in Education are children of compulsory school age 5- 16 who are not registered pupils at school and are receiving suitable education otherwise than at school. These children should be reported when absent for ten days via the Suffolk CME online portal system.

### Current Safeguarding Issues – (Not an exhaustive list)

Child criminal exploitation

Child sexual exploitation

Upskirting

County lines

Serious violent crime

Extremism/Radicalisation

Homelessness

Forced marriage and Honour Based Violence

Trafficked Children

Female Genital Mutilation- The member of staff must report this immediately to the police

Child Abduction and Community Safety

Modern Slavery

Cyber Crime

Children missing from education – Schools to be notified within 10 minutes of non -arrival

Abuse linked to beliefs – Such as that spirits and demons possess people and that physical intervention is needed to get rid of the spirit.

Sexual Activity – 16 and 17 years old can still be sexually assaulted and exploited, particularly those with special needs.

Domestic Abuse – This includes seeing and hearing domestic abuse

Private Fostering – It is a statutory duty to inform the local authority where a child is cared for more than 28 days outside of the immediate family or local authority.

Children living with substance misusing parents/carers

Young Carers – These young people may need additional support and protection.

Young people misusing drugs and/or alcohol

Child on Child abuse- This can take many forms including physical, mental, on line and sexual

We are aware that children with

SEND and /or disabilities are more likely to be abused and have additional barriers such as behaviours which may be misread. LGBT children are also more likely to be targeted.

It is important to realise that young perpetrators may be victims of abuse and should be sanctioned and offered support.

### Logging an Incident

All information about suspected abuse or disclosure, will be recorded on the “logging a Concern form” as soon as possible after the event. The record should include

* Date of the incident/ disclosure
* Date and time when the record was made and by whom
* Factual report – If a disclosure is made use the young person’s own words
* Name, signature and job title of the person making the record

The record will be given to the Safeguarding lead who will decide what to do with it and contact the relevant schools.

Signs and indicators of abuse include,

* Changes in behaviour and mood.
* Isolated from peer group

If a referral is needed but they are not at school age then follow the relevant links below. Follow the steps on the website on how to make the referral. If this isn’t working contact the relevant services from section 18.

[Reporting a child at risk of harm, abuse or neglect (safeguarding) - Suffolk County Council](https://www.suffolk.gov.uk/children-families-and-learning/keeping-children-safe/reporting-a-child-at-risk-of-harm-abuse-or-neglect-safeguarding)

[How to Raise a Concern | Norfolk Safeguarding Children Partnership | PWWC (norfolklscp.org.uk)](https://norfolklscp.org.uk/people-working-with-children/how-to-raise-a-concern)

### Signs of Abuse

Staff need to be aware that young people with SEND may have more challenging safeguarding issues. These include assumptions that indicators of abuse such as behaviour, mood and injury relate to the disability rather than abuse. They are also more prone to peer group isolation, communication barriers and difficulties overcoming these barriers. Often, neglect and safeguarding issues are rarely standalone events. In most cases issues will overlap with each other.

Staff should be mindful that the internet can support and exacerbate vulnerabilities.

These are possible indicators but not an exhaustive list;

* Talks of being (age inappropriately) left by themselves or with strangers.
* Poor attachment with carers/parents
* Knowledge of adult issues inappropriate for their age
* Acts out excessive violence with other children.
* Lacks social skills, having few friends, if any
* Mental health problems
* Secretive and reluctant to share information and/or bring others to visit their home
* Reluctant to go home after school
* Running away or going missing
* Poor school attendance and punctuality
* Parents show little interest in child and/or dismissive to professional concerns.
* Child reluctant to get changed.
* An insistence on keeping their bodies covered at all times
* Changes in behaviour or personality.
* Becoming withdrawn
* Seeming anxious
* Becoming uncharacteristically aggressive
* Concerning behaviour from adults who have children in their care.

### Prevent Duty and how to make a referral

* how or why your organisation came to be concerned
* what happened if there was a specific event
* the indicators that something is wrong
* any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for ‘school shooters’ or public massacres, or murders of public figures
* any worrying use of mobile phone, internet or social media and how you found this out
* any contact with groups or individuals that cause you concern, including who and how often, and why you’re concerned
* any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
* any additional need, disability or special educational need, including what they are and if they’re known or suspected
* any other safeguarding concerns about the family, peer group or environment
* any discussions you’ve had with the learner, parent or carer (if under 18)
* the parental or carer support (if known and under 18)
* why the referral is relevant to Prevent, for example, is there a presence or possible presence, of any terrorist or terrorism-linked ideology
* what you’re worried about, what may happen if the learner’s needs are not met and how this will affect them

### Contact Details

* Norfolk home education team 01603-307733 [ehe@norfolk.gov.uk](mailto:ehe@norfolk.gov.uk)
* Suffolk home education Suffolk 01473 265139 [ehe@suffolk.gov.uk](mailto:ehe@suffolk.gov.uk)
* Virtual school for children in care keeley White [virtualschools@norfolk.gov.uk](mailto:virtualschools@norfolk.gov.uk) [suffolkvirtualschool@suffolk.gov.uk](mailto:suffolkvirtualschool@suffolk.gov.uk) or 01473 260818
* Section 19 alternative provision teams [cs.educationalprovision@norfolk.gov.uk](mailto:cs.educationalprovision@norfolk.gov.uk)
* Norfolk Children’s Advice and Duty Services (CADS) 0344 800 8021
* Suffolk Children’s Advice and Duty Services (CADS) 01449 616606
* Multi -agency Safeguarding Hub (MASH) - Suffolk 03456 061 499
* Multi -agency Safeguarding Hub (MASH) – Norfolk 0344 800 8021
* Radicalisation/Prevent – Advice Norfolk &Suffolk [Prevent@norfolk.pnn.police.uk](mailto:Prevent@norfolk.pnn.police.uk)
* 01953 423905 or 01953 423890 (Norfolk)
* 0800 789 321 (Suffolk)
* Suffolk and Norfolk Police 101 or 01473 613500 or 999