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Owner	AS
Version number	1

Life skills Education Safeguarding Children Policy

1. Purpose:

This document outlines Life Skills Education Charity (LEC) policy for the safeguarding and protection of children and young people aged under 18 years. This policy provides guidance to all staff who may come across concerns of this nature within the context of their work.

2. Background:

Life Skills Education Charity employ staff who work either directly in schools with young people and/or are in positions of trust, and as such the organisation accepts the responsibility of safeguarding all children and young people. All employees, whatever their role should familiarise themselves with the organisational policies and procedures around safeguarding.

Safeguarding children is a shared responsibility and the organisation seeks to work with all partners in ensuring this responsibility is carried out fully.

LEC seeks to ensure that all activities address safeguarding where appropriate – this includes in recruitment, training, working in schools, and handling of personal information (with reference to the Data Protection Acton 2018).

In writing this policy the organisation is mindful of the Government guidance 'Keeping Children Safe in Education 2019' and 'Working Together to Safeguard Children 2018', and the responsibilities that these place upon educational establishments, and would seek to support schools in upholding the guidance.

LEC charity seeks to be open and transparent regarding safeguarding and as such will make this policy publicly available.

This policy includes a number of appendices and should be read in its entirety. These documents provide further information on how the organisation carries out its responsibilities along with guidance for staff members.

3. Recruitment

The organisation operates a safer recruitment procedure and will seek references prior to any employment commencing. DARE Officer applicants will be asked about their safeguarding knowledge and experience both on the application form and during interview.

Applicants for all roles will be subject to immediate, enhanced DBS checks, which will be updated every three years. Where a positive disclosure is made by an applicant, a risk assessment may be undertaken to assess any concerns regarding the applicant's suitability to undertake their role safely.

4. Training

DARE Officer trainees will learn about LSE policy and procedure during initial training and will be required to undertake further update training as necessary – this may be a mixture of face-to-face and online training. Refresher training will be required every three years. Training will seek to ensure that those employees who are in direct contact with young people are able to identify indicators of potential abuse and neglect, and understand their own and others responsibilities, including how and when to act.

5. Employment

Whilst employed by LEC all employees are expected to follow all organisational policies and procedure; any failure may result in disciplinary proceedings being instigated. This applies where there is a safeguarding issue because of an employee's action or as a result of their inaction, whether wilful or because of negligence. This may also include a capability review. Additionally, the policy may apply where the organisation becomes aware that a family member or an acquaintance of an employee is implicated in, suspected and/or accused of a safeguarding matter and where there is evidence that the employee had knowledge of the activity and did nothing.

In the case of any safeguarding complaint made against an employee LEC may work in partnership with other organisations where appropriate in order to resolve the matter.

6. Working with schools

The organisation is aware that the subject matter of our educational programmes may induce disclosures or otherwise lead to concerns being expressed, which may well be considered safeguarding matters and will need to be addressed as such.

From the outset and during our contact with all schools we will be mindful of safeguarding our responsibilities. LEC will seek to work in partnership to ensure that any safeguarding issues are shared (as appropriate), a safe space is created for children in the classroom and concerns are actioned in a timely manner.

Our goal is always to ensure that children and young people are safeguarded and we would seek to work with schools to ensure that this happens. Where this is not possible, LEC reserve the right to directly refer a concern onto safeguarding services, where this is felt to be appropriate.

7. Collection, storage and sharing of information

LEC will only collect the amount of personal information which is proportionate the level of any perceived risk and can be used to identify that young person if required. That information will only be shared in order to ensure that a young person is safeguarded.

All information will be stored securely and kept for only as long as is required or deemed necessary under Data Protection legislation.

8. Primary Legislation

The main pieces of legislation and guidance documents:

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- The Safeguarding Vulnerable Groups Act 2006.
- Working Together to Safeguard Children 2018.
- Keeping Children Safe in Education 2019.

Indirect legislation in this area relevant to the business of LEC:

- GDPR and the Data Protection Act 2018.
- Information Sharing: Advice for Practitioners 2018.
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) 2018.

9. Consultation

The lead manager has consulted with the CEO, senior DARE officers, DARE officers and appropriate professional bodies.

10. Appendices

Appendix 1 - LEC SAFEGUARDING CHILDREN PROCEDURE APRIL 2020
Guidance for DARE Officers

Appendix 2 - LEC SAFEGUARDING CHILDREN FLOWCHART APRIL 2020

Appendix 3 - LEC SAFEGUARDING CHILDREN RECORD OF CONCERN FORM APRIL 2020

Update required March 2022

Appendix 1

LEC SAFEGUARDING CHILDREN PROCEDURE APRIL 2020 - Guidance for DARE Officers

The Purpose of this guidance

This guidance is specifically for DARE Officers working in the classroom. During training you will have discussed safeguarding and how to identify concerns in the classroom. Remember the discussions about backgrounds and circumstances of students and the understanding of our own histories and the impact it had on our own learning. All students are different and have different needs; they can be vulnerable in many different areas and this can often be because of their backgrounds and circumstances – you will have discussed this with the teacher at the pre-programme meeting.

The purpose of this document is to remind DARE Officers of that discussion, and to guide them through the process of the action required should a safeguarding issue be identified.

Pre-programme

There are a number of different points of responsibility for the DARE Officer before the programme starts

1. To ensure that all safeguarding training is up to date.
2. On the pre-programme visit – ensure that you ask the teacher about any potential safeguarding issues, the name of the Designated Safeguarding Lead (DSL) for the school and advise that we have a procedure in place for any identified safeguarding issues.
3. On the parent brief – advise that we follow strict guidelines designed to keep children safe.
4. The DARE rules and DARE box – use these to reinforce confidentiality.

Identifying concerns during the programme

Please note - There is no reason why a DARE Officer should be alone with a child at any point during a visit to school.

During the programme you may identify a concern in a number of different ways e.g. spoken, observed, written in the workbook. Ask yourself the question ‘what are the risks and consequences of this?’ and if you are at all concerned then you *must* follow this up with the member of teaching staff who is with you at the time. Where you are in doubt, always err on the side of caution.

Your immediate response will depend on the circumstances and may range from a simple acknowledgement of a statement, to a quiet word with teaching staff. **At no point should you engage in discussion about your concern or ask any questions of the young person – this may jeopardise any future investigation.**

Make sure the member of staff understands that you have identified a potential safeguarding concern and that you need to follow LEC procedure. It is highly likely that the school will be aware of any safeguarding issues and support will be in place. Where school may be unaware, it is their responsibility to follow this up with their own safeguarding procedures. Ask what they intend to do about the concern. Discuss and agree action with the member of staff or the DSL as appropriate and advise that you are required to follow up to ensure actions have been carried through.

If you are not comfortable or satisfied with the response, or have any doubt you can ask to speak to the DSL or the Head and also may contact the LEC safeguarding lead i.e. the Training and Development Manager or in their absence the organisation CEO. If you think a child is at *immediate risk*, this needs to be done by telephone and urgently. If any further action needs to be taken you will be advised at this point. Should there be any difficulty in contacting the safeguarding lead please contact the main office for advice. There may be very rare occasions where LEC will need to act – this is the responsibility of the LEC safeguarding lead, not the DARE Officer.

Complete the electronic Record of Concern (Appendix 3) form and submit to the office within either 3 working days if no further action is required or 7 working days where a follow up conversation is required – unless otherwise agreed with the safeguarding lead. Please remember to only give the information required on the form – at this point we do not require the child's full personal details.

Following Up

In most cases you will have had a thorough discussion and agreed an action plan with school – if this is not the case then you *must* telephone the LEC safeguarding lead for advice. On your next visit check with the teacher and ensure that that the agreed and appropriate action has been taken, if not then again, a phone call to LEC safeguarding is required. Once the agreed action has been completed, the Record of Concern form will need to be updated and resubmitted. The form will be signed off by the safeguarding lead once no further action is required.

Overall Support

At any point during the process a call to LEC safeguarding lead can be made for support or guidance. If you are unclear or unsure about anything in this guidance please ask for further advice.

General Guidance on safeguarding legislation and process

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or is likely to suffer significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm and this is not for the DARE Officer to decide. Consideration of a variety of factors will be made by the Local Authority. This may involve a multitude of and/or longer-term issues or a single traumatic event, each of which has been associated with having severe impacts upon child welfare or development. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. A thorough assessment of the child's circumstances will determine any risk and inform planning and protection for that child, both immediately and in the longer term. Information/observation provided by a DARE Officer may well form a part of such an assessment.



Appendix 2: Safeguarding Procedure

Recruitment and Pre Delivery

STAGE



PROCESS

Advertisement

All information regarding the DARE Officer role and requirements placed on the advert.

To include DBS and Safeguarding process and requirements.

Application

- Application to ask relevant questions regarding Safeguarding experience
- Email to confirm application received including Safeguarding procedure and expectations
- Interview questions
- Post interview DBS check and document collation

Pre Programme

Discussion with teacher to include appropriate information sharing about safeguarding issues within the class, information about LEC safeguarding policy and procedure, as part of a wider brief about delivery and partnership working

On Each Visit

Discussion with teacher at the start of each lesson to ascertain if there have been any Safeguarding issues relevant to the programme in the last week. Follow up any concerns identified previously.

WHO

Life Skills

Life Skills Applicant

DARE Officer School

DARE Officer School

Safeguarding Procedure

Concern Identified



STAGE	1	➔	2	➔	3	➔	4
PROCESS	<p>Concern Identified</p> <p>What are the risks and consequences for this and any other child?</p> <p>Have a discussion with the teacher about the concern.</p>		<p>Outcome</p> <ul style="list-style-type: none"> • SATISFIED? – Yes: Complete Record of Concern form and submit to the office – No: Speak to the Life Skills Safeguarding lead as soon as possible. 		<p>Discuss</p> <ul style="list-style-type: none"> • Life Skills Safeguarding lead content that no further action needed? – Yes: Complete Record of Concern form and submit to the office – No: Follow guidance from Safeguarding Lead. 		<p>Finalise</p> <ul style="list-style-type: none"> • Life Skills Safeguarding lead content that no further action needed? – Yes: Complete Record of Concern form and submit to the office – No: Safeguard lead to speak to school as required
WHO	DARE Officer		DARE Officer School Safeguarding Lead		DARE Officer School Safeguarding Lead		Life Skills School Safeguarding Lead

Appendix 3 –

LEC SAFEGUARDING CHILDREN RECORD OF CONCERN FORM APRIL 2020

DARE Officer please complete and submit within either 3 working days if no further action is required or 7 working days where a follow up conversation is required – unless otherwise agreed with the safeguarding lead.

Young Person's initials:		Age:	
Time and Date of Incident:		Time and Date reported in school. To whom?	
DARE Officer name:			
Location and context of Incident:			
Name of Witnesses/adult/teacher present:			
School Name:			

Child's non-verbal behaviour (including written comments):

Child's verbal comments – Child's own words:

Visible injuries or marks:

Immediate and/or post lesson action taken:	
Response of school – including any follow up action agreed:	
Parent/carer informed/to be informed, when, how and by whom:	
Does anyone else need to be informed, when, how and by whom:	

Outcome of initial discussion (please tick)	No further action required	Follow up on next visit to school	Discussion with Lifeskills safeguarding lead
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NB - Please remember to update the Record of Concern form after any further discussion with school or Lifeskills safeguarding lead

Details and outcome of any discussion with Lifeskills Safeguarding Lead DATE	
Final Outcome following further discussions/visit DATE	

Please sign and submit

Signed DARE Officer Date: ___ / ___ / ___

Further details from safeguarding lead

NFA
Discussion with school
Referral for services made
Other

Signed Lifeskills safeguarding lead..... Date: ___ / ___ / ___