



**SAFEGUARDING (incorporating child protection policy)
& Preventing extremism and radicalisation)**

POLICY & PROCEDURES

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Part 1 Safeguarding Policy

Statement

Leslie Frances considers safeguarding the welfare of our learners as part of our core strategy. We aim to promote and prioritise the safety and wellbeing of all learners and provide assurance to learners, parents, carers and other parties that Leslie Frances takes reasonable steps to manage risks and keep learners safe to enable them to lead happy, healthy lives and achieve their goals.

Purpose & Scope of this document

- The purpose of this document is to outline Leslie Frances's policy on responding to concerns regarding the safeguarding and protection of all learners and to ensure that everyone is aware of their responsibilities. This policy combined with the associated procedures provides guidance to all that may come across concerns of this nature within the context of their work for Leslie Frances. These include:
 - All members of Leslie Frances' employees
 - Employers (Salon Owners/Managers)
 - Visitors

The definition of safeguarding

Safeguarding children

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility, we will make sure our approach is child centered and consider, at all times, what is the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - Protecting learners from maltreatment
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
 - Taking action to enable all children to have the best outcomes

*Children includes everyone under the age of 18.

Safeguarding Adults

- With regards to learners 18 years and over, and classed as adult in law, the academy has a statutory safeguarding duty, as set out in **Care Act 2014**, which

must be seen in conjunction with (including DoLs) 2005 and the *Human Rights Act 1998*. Leslie Frances must have regard to guidance issued by the Secretary of State at all times.

The adult safeguarding duties apply to an adult, aged 18 or over, who needs help to stay safe who may not be able to stop someone abusing them because they:

- need care and support
- are elderly and frail
- have a physical/learning disability or sensory impairment
- have a long-term illness such as cancer
- have mental health needs (depression/paranoia/dementia/ personality disorder)
- have a substance/alcohol addiction
- are unable to make choices for themselves

Aims and objectives of the policy

- Leslie Frances deals with a wide range of training activities covering settings that also have broader safeguarding responsibilities. In all of this activity, as well as responding to immediate concerns, we will ensure that appropriate measures and practices to safeguard and promote the welfare of learners are in place and bring matters requiring attention to the relevant authorities.
- All Leslie Frances staff should have a good understanding of safeguarding concerns, including potential abuse and neglect of children and young people, which may come to light in the training academy as well as in the salons we train and assess in. At whatever level we identify risks we will highlight them and seek to ensure that appropriate steps are taken to safeguard the learners concerned.
- We will ensure that all Leslie Frances Staff, Salon Owners/Managers and those who undertake work on our behalf maintain a proper focus on safeguarding children and young people and that this is reflected both in sound individual practice and out internal policies and guidance. All permanent and contracted staff working with children and young people must:
 - Provide a safe environment in which children can learn
 - Prepared to identify children who may benefit from early help (early help means providing support as soon as a problem emerges at any point in a child's life)
 - Give highest priority to learner's welfare
 - Recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
 - Respond appropriately to disclosure by a child, or young person, of abuse
 - Respond appropriately to allegations against staff, other adults, and against themselves
 - Act appropriately during inspection and understand safe practice in carrying out their duties
 - Be alert to the risks which abusers, or potential abusers, may pose
 - Be aware of the importance of the role of LFT tutors and staff in promoting the welfare of children and young people

- Contribute as necessary to all stages of Leslie Frances' safeguarding processes.
- All staff and Salon Owners/Managers are issued with a copy of this policy and sign an Agreement to confirm compliance

Leslie Frances' responsibilities

- Leslie Frances does not investigate individual safeguarding or referrals. Leslie Frances is not the statutory authority for the conduct of enquiries into specific safeguarding concerns; therefore, all staff need to follow the procedures to ensure that all allegations or suspicions of abuse or significant harm to any child are reported to the social care services department of the relevant local authority.
- **Recruitment** - In order to ensure that learners are protected whilst at the academy, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable learners
- Check that all adults with substantial access to children at this training school have an enhanced disclosure and barring check before starting work and prior to confirmation of appointment

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the training school

- identify checks to establish that applicants are who they claim to be
- academic qualifications, to ensure that qualifications are genuine
- professional and character references prior to offering employment
- satisfy conditions as to health and physical capacity
- previous employment history will be examined, and any gaps accounted for
- as part of the shortlisting process, we will consider carrying out an online search as part of our due diligence of candidates

Volunteers - We understand that some people otherwise unsuitable for working with learners may use volunteering to gain access to children, for this reason, any volunteers in the training school, in whatever capacity, will be given the same consideration as paid staff.

Where a volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff and at no time have one to one contact with learners. However, if a volunteer is to be in the academy regular or over a longer period then they will be checked to ensure their suitability to work with learner

- **Induction and Training** - All new members of staff will receive induction training, which will give an overview of Leslie Frances and ensure they know its purpose, values, services and structures, as well as identifying and reporting abuse and confidential issues.
- All new staff at Leslie Frances (including volunteers) will receive a copy of this policy within one week of starting their work at the academy. a copy of this policy within one week of starting their work at the academy
 - the process for making referrals to local authority children's social care for statutory assessments under the Childrens Act 1989 especially section 17 and section 47
- behaviour policy
- staff code of conduct
- understand the safeguarding response to children who are absent from the academy, particularly on repeat occasions and/or prolonged periods.
- Know the identity and role of the DSL and deputies .
- Aware of the local early help process and understand their role in it

All staff will be expected to attend training on safeguarding, (including online safety incorporating an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction). that will enable them to fulfil their responsibilities in respect of child protection effectively. Staff will attend refresher training at least every year and the designated safeguarding lead person every year.

- **Confidentiality and sharing information** – Leslie Frances and all members of staff at the academies will ensure that all data about learners is handled in accordance with the requirements of the law and any national and local guidance. Any member of staff who has access to sensitive information about a learner or a learner's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know when there is a legal duty to share information.

Regardless of the duty of confidentiality, working within the remit of our safeguarding duties if any member of staff has reason to believe that a learner may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated safeguarding lead. Leslie Frances is committed to working with parents positively, openly and honestly. We will share with parents any concerns we have about their child, in line with our safeguarding duties, unless in doing so the child may be placed at risk of harm.

In accordance with the requirements of **“Working Together to Safeguard Children” (2018) and ‘Care Act (2014) Statutory Guidance** we will share information about safeguarding concerns with other relevant agencies on a need-to-know basis and in line with **Data Protection Act 2018 and General Data Protection Regulations**. Also, other relevant agencies may contact us for information that we hold in relation to a learner. Any requests around learner details or information in relation to a safeguarding concern should be referred immediately to the designated safeguarding lead so that a prompt decision can be made about what information can be shared. Staff must recognise the need to

comply with relevant legislation and guidance in relation to data protection, confidentiality and information sharing.

- **14-16-year-olds on school roll but accessing Leslie Frances education.** The school has ultimate responsibility for safeguarding these learners. Therefore, any safeguarding concerns that arise through Leslie Frances should be reported to the designated member of school staff immediately. The school and Leslie Frances will then liaise regarding the most appropriate course of action to take in order to safeguard the learner. If the member of school staff is not available, then we have the responsibility to act immediately to safeguard the learner, notify the designated member and notify school staff as soon as possible. We will ensure that:
 - Learners are supervised at all times.
 - Learners are not taught in the same room, at the same time as a learner aged 19 or over.
 - Liaise with the school with regards to any issues of attendance. Absences will be followed up immediately to ensure the safety and wellbeing of the learner.
 - Ensure that where a return home arrangement arises (illness, bad weather etc.) this is arranged prior with the designated member of school.
 - The Training Manager is the senior management lead for school provision and should be contacted if staff have any queries/questions.
- **Children potentially at greater risk of harm**
 - **Children who need a social worker** due to safeguarding or welfare needs can leave them vulnerable to further harm as well as educationally disadvantaged. Local authorities should share the fact a child has a social worker. This should inform decisions about safeguarding and promoting welfare.
 - **Children missing from education** – are defined as those who are not on a school roll or receiving suitable education otherwise than that at school. Those who have a regular pattern of absence or have missed 15 consecutive days or more without permission may be at risk of becoming ‘children missing in education’. Leslie Frances has a number of procedures in place to support the early identification of absent children. Children going missing from education, particularly repeatedly, could be a warning sign of a range of safeguarding issues. Staff should follow Leslie Frances’ attendance procedure below **for all students**, who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent further incidences. For any school children 14-16 who are still on the school roll, Leslie Frances staff must notify the relevant school link person. For all other students:
 - Ensure registers are complete at the start of session in the morning and again on return from lunch.
 - Attendance is reported on WhatsApp attendance chat by 10am (all Tutors and Safeguarding Lead/Deputies have access to this).
 - Attendance is also monitored during review process every 6 weeks and any concerns raised with employer.

- Any student absent is contacted by telephone by 10am by their Tutor/Assistant Tutor, if unable to contact the student, then contact will be attempted to next of kin.
- Tutors/Assistant Tutor will inform employers of absence by telephone the same day and if the school closed by text message to personal mobile phone.
- Attendance is monitored monthly by admin staff and any patterns of absence or absences of 3 or more occasions in a 3-month period are formalised via letter to employers, Academy Tutor, Work Based Tutor and Designated Lead.
- If absence continues following previous interventions, then an Expression of Concern Form will be raised by the relevant Tutor.
- **Children requiring mental health support**
We have an important role to play in supporting the mental health and wellbeing of our students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- **Looked after children and previously looked after children**
The most common reason for children becoming looked after is a result of abuse and/or neglect. LF will ensure that staff have access to the information they need in relation to a child's looked-after legal status and the child's contact arrangements with birth parents or those with parental responsibility. A previously looked after child potentially remains vulnerable, it is important that all agencies work together, and prompt action is taken where necessary to safeguard these children.
- **Care leavers**
Local authorities have ongoing responsibility for children who cease to be looked after and become care leavers. DSL should hold details of the Personal Advisor appointed to guide and support the care leaver and should liaise with them accordingly.
- **Children with special educational needs and disabilities** – staff should be aware that these learners may face additional safeguarding issues. Barriers can exist when recognising abuse and neglect in this group of learners including communication barriers. Staff must be aware that these learners may not outwardly show any signs of abuse. Monitor these learners to ensure that they are not being disproportionately impacted by behaviors such as bullying or peer group isolation. These learners should have a support plan in place to guide staff in providing additional support to overcome any barriers.
- **Children who are lesbian, gay, bi or trans (LGBTQI+)**
The fact that a child or young person may be LGBTQI+ or perceived to be is not in itself an inherent risk factor for harm, however, children who are LGBTQI+ can be targeted by other children. Risks can be compounded when they lack a trusted adult with whom they can be open. It is therefore vital that staff endeavor to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff

The designated safeguarding lead is the single point of contact for coordinating support for these learners. They will hold a central record of these learners

including contact details of the learner's social worker and carer, relevant contact details for previously looked after children and the details of personal advisor and next of kin for care leavers. Staff are expected to work alongside the designated safeguarding lead to attend any meetings to support their education.

- **Local early help process** - All staff should be aware of their local early help process and understand their role in it. All staff will be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs.
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
 - is a young carer.
 - has a mental health need
 - is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organised crime groups or county lines.
 - is frequently missing/goes missing from care or from home.
 - is at risk of modern slavery, trafficking, sexual or criminal exploitation.
 - is at risk of being radicalised or exploited.
 - has a family in prison, or is affected by parental offending
 - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
 - is misusing drugs or alcohol themselves.
 - has returned home to their family from care
 - Is at risk of 'honor' based abuse such is Female Genital Mutilation or forced marriage
 - is a privately fostered child, or
 - Is persistently absent from education, including persistent absences for part of the academy day
- **Photographic learners under the age of 18** Leslie Frances will not allow images of learners to be used on academy websites, social media, publicity or press released without express permission to do so. Leslie Frances cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at academy functions. On occasions that the Leslie Frances has a photographer or videographer present at events or for other purpose all staff should be aware of the process of obtaining permissions from relevant people
- **Online Safety**
It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole academy approach to online safety empowers us to protect and educate students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate
- **Child on Child Abuse**

All staff will recognise that children are capable of abusing other children (including online) and all staff will be clear about our procedure with regard to child-on-child abuse.

- Procedures to minimise the risk of child-on-child abuse; embedding and modelling within sessions acceptable and unacceptable behaviour and also incorporating this in ice-breaker sessions.
 - The systems in place to report this; via Tutor, staff members, at review process (out of the academy) and know their concerns will be treated seriously.
 - Child on Child abuse will be recorded through “Expression of Concern Form” and investigated via Training Manager and relevant parties and will be dealt with via behaviour policy.
 - Victims, perpetrators and any other children affected by child-on-child abuse will be supported by a relevant member of staff and if applicable employer/tutor.
 - Staff will be aware that if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being recorded.
 - A statement in the Behaviour Policy will make clear that there will be a Zero tolerance approach to abuse and that all child-on-child abuse is unacceptable and will be taken seriously.
- **Record Keeping**

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing on “Expression of Concern Form”. This will help if/when responding to any complaints about the way a case has been handled by the academy. The records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of action taken, decisions reached and the outcome. These will be held in a Central Register in the DSL office.

Part 2 Procedures for responding to concerns about children

Section 1 – Scope of the Procedure

Leslie Frances staff or salon manager/employer may encounter concerns about a child. Such concerns could emerge from Leslie Frances training session, from a member of the public contacting Leslie Frances, by a parental complaint or from a salon owner/manager. We should always adopt the “it could happen here” approach where safeguarding is concerned. When concerned about the welfare of a child we should always act in the best interest of the child or young person. If staff have any concerns about a child’s welfare, they should act on them immediately. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: If in any doubt about sharing information regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR) staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children

The concern might relate to:

- What is or may be happening (or happened in the past) to a child or young person in our academy which we train or assess in, or
- What is happening (or happened) outside our academy (for instance in their own family or in their workplace).

The concern may be brought to our attention by the child or young person themselves, alleged by others or through direct inspection activity and observation.

The concerns may therefore be about the behavior of a:

- Colleague or manager
- Provider of a service
- Child or young person or adult in the community (for instance a relative or family friend)
- Member of Leslie Frances' staff
- Another learner

The concern could relate to **actions** or **inaction** (for instance an insufficient response by a manager to information regarding the risk of significant harm to a child or young person).

The concern may be about a current situation or past events and may be about allegations or disclosures of physical abuse, sexual abuse, emotional abuse or neglect, or a combination of one or more of these categories.

Leslie Frances staff may receive this information by one or more means, such as a telephone call, a letter, an email, through observation, discussion and the examination of documents.

Contextual safeguarding

Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and can occur with other young people and adults outside the academy. Staff must consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means that assessments of learners must consider whether wider environmental factors are present in the learner's life that are a threat to their safety and/or welfare. This will allow any assessment to consider all the available evidence and the full context of any safeguarding concern.

Any member of Leslie Frances staff could receive such information. In all circumstances they must respond in accordance with the following procedure.

Section 2 – Immediate action to take if, as a member of Leslie Frances staff, you observe abuse whilst it is taking place

- This could take a number of forms, for instance seeing an adult hit a child, observing a member of staff using inappropriate restraint on a young person or witnessing the neglect of basic care needs of a disabled child.
- First, do all you can to stop the abuse immediately without putting the child or young person, or yourself, at undue risk. Inform the perpetrator of your concerns. Advise him/her to stop the action immediately. Ask them to move themselves to an area where there is no contact with children and young people. Advise him/her that you will immediately be informing the senior manager on site or elsewhere within the organisation, if appropriate, and the Leslie Frances Management team.

Then:

- **If the perpetrator fails to desist** - take appropriate action to stop the abuse and call for assistance
- **If the perpetrator does desist**, and even if they leave the scene as requested, it is essential that you stay with the child until you can transfer them to the care of another responsible adult.

Then:

- **Report the incident immediately** to the Leslie Frances Safeguarding Designated Lead or deputy
- And:
- Inform the most senior person in the academy, and/or elsewhere in the academy, where appropriate, of the incident. It will almost always be appropriate to inform the senior person in the academy but if you have any doubts discuss this first with the designated safeguarding lead or deputy. The designated safeguarding lead/deputy can also advise on whether it is necessary to inform an offsite Director (for example when the perpetrator is the senior person on site or the only person on site).
 - **Take notes of what has been said, what you have heard or seen** – if it is not possible to take notes at the time, do so immediately afterwards. Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports (**Express of Concern Form**) may be written. The notes should be dated and signed. The notes should cover what you saw, who said what, what action you took, and the details of date, time and location and name of child and perpetrator.

Then follow the steps in Section 5 below

Section 3 – Immediate action to take if you receive an allegation of possible significant harm to a child or young person

If you are in direct contact with the person raising the concern, for instance through a telephone call, receipt of a complaint or as part of a training or assessment session.

- **Stop other activities and focus on what you are being told or have just seen.** Responding to suspicion of abuse takes immediate priority.
- **Do not promise confidentiality** or agree to “keep it a secret”. Explain clearly to the person raising the concern about what you expect will happen next. You can assure them that you will only tell those you have to tell to try to get the matter dealt with. You can and should express support and reassurance to the person giving you the information, particularly if it is a child or young person, that the matter will be dealt with quickly and appropriately.
- **Avoid asking leading questions** like – “Did he do X to you?” or “How did he hurt the young person?” but use open questions like “Can you tell me what happened?” Leading questions and anything likely to suggest ideas or interpretations could jeopardise subsequent investigations or criminal proceedings.

Ask only what you need to know to come to a judgment about whether abuse may have taken place and to gather factual details. You do not need full details but do need sufficient information for an informed referral:

- Details of the concern/allegation
- Name, DOB and address of the child or young person
- Details of the organisation where the conversation took place, including contact details of manager on site etc.
- If possible, additional relevant information regarding the child e.g., ethnicity and details of other agencies involved.

If talking with a child, then work at their pace – do not rush them. Avoid expressing opinions.

- **Consider whether immediate action is needed to secure the protection of any children or young people who may be at risk.** Think about the child or young person who is the immediate subject of the concerns, **and any other child or young person** who may be at risk, in the light of what you have been told or suspect.
- **If you are in the academy** with any children or young people, who may be at immediate risk, consider what action may be necessary to secure their safety. You will need to stay with those you think are at immediate risk until you can transfer them to the care of another responsible adult. Then you will need to contact the senior staff member in the academy, if there is one, so they can take responsibility for further action (e.g., the immediate suspension and removal of staff members). If there is no-one on site you will, in discussion with the designated safeguarding lead, need to decide on any further action you may need to take to ensure children’s safety.
- **If you are not in the academy** with a child or young person, discuss how they may make themselves safe. Take into account the child’s or young person’s wishes about any immediate protection. Check whether any other children may be at risk and consider what action is necessary to secure their immediate safety.
- **Take notes of what has been said, what you have heard or seen and what you did** – if it is not possible to take notes at the time, do so immediately

afterwards. Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports may be written. Notes should be dated and signed on **Expression of Concern Form**.

- **Follow the steps in Section 4 below.**

If you are not in direct contact with the person raising the concern, for instance if you have received a letter or email

- **Stop other activities and focus on what you are being told.** Responding to suspicion of abuse takes immediate priority.
- **Retain any written records including emails and letters.**
- **Follow the steps in Section 4.**

Section 4 – Identification of level of concern and next steps

- In all cases:
 - **Do not, at this stage, tell the person who is the subject of an allegation or suspicion** what you have been told or what you suspect – that may put a child or young person at further risk and/or jeopardise any subsequent enquiry.
 - **Do not investigate the case yourself.**
 - **Decide whether the allegation or suspicion indicates that a child or young person may be suffering, or is at risk of suffering, significant harm**
You will need to discuss with the designated safeguarding lead/deputy whether:

Children in need - A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm - Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honor-based violence, and extra-familial threats like radicalisation and sexual exploitation.

- **Remember**, whether or not you personally believe what is said, the benefit of the doubt must always be in favour of making the report. You do not personally have to believe the concern to be true to make a referral. This assessment is for children's social care services and/or the police to make.

If the concerns are raised during the course of a training or assessment session and you are a member of the training or assessment team, discuss the allegation, if practicable, immediately with the designated safeguarding lead/deputy (unless they are the subject of the allegation – see section 7)

- The designated safeguarding lead/deputy will need first-hand reports or evidence, so you will usually be the best person to make contact.
- If you are unable to contact the designated safeguarding lead/deputy, contact the Directors.
- If the concerns are identified outside of normal office hours and the Designated safeguarding lead/deputy is unavailable, decide whether there is an immediate risk to the child. If so, contact the relevant Emergency Duty Team of the children's social care services (number at the back of this booklet). If this presents a problem, contact the police. Inform the designated safeguarding lead/deputy of your action as soon as practicable.

Follow the steps in Section 6 below

Section 5 - Procedure for responding to concerns regarding vulnerable/at risk adults

Abuse of adults – speak out. Don't ignore it, report it. When you become aware of abuse or neglect, you should make sure that emergency assistance, where required, is summoned and that your concerns are reported to the designated safeguarding lead/deputy contact the Directors at the earliest convenience.

In addition, you should: If the person is in immediate danger:

- Call the police on 999 or 0844 9841800 if the adult is at risk of immediate harm.
- If you're worried about an adult, but you don't feel they're in immediate danger contact the designated safeguarding lead/deputy contact the Directors and complete the **Expression of Concern Form** they will then inform the local authority about it as soon as possible by calling Adult Social Services on (01226) 773300.

Section 6 – Subsequent Action in All Cases

- **Contact the designated safeguarding lead (Eleanore Gray) immediately by telephone, 07909 111612, or via the office number - 01226 243204 or Safeguarding Number 07500 728657**

For any referral to be made to the appropriate authorities for investigation you will need to know:

- Details of the concern/allegation
- Name, DOB and address of the child or young person
- Details of the service/setting being inspected including contact details of manager in academy etc.
- If possible, additional relevant information regarding the child e.g., ethnicity and details of other agencies involved.
- **Discuss the concerns and next steps with the designated safeguarding lead/deputy.**
The discussion with the designated safeguarding lead will decide whether the concerns should be referred to the relevant children's social services and/or police. The designated safeguarding lead will normally make that contact. In some circumstances it may be agreed that direct contact is made by you. In all

circumstances the designated safeguarding lead will retain the overall coordinating function and responsibility for the process.

- **Discussion with the designated safeguarding lead will include the issue of contact with the Director**

The discussion with the designated safeguarding lead will determine what further information, if any, should be provided. In the event of an allegation concerning a member of staff, Leslie Frances may be advised to take action (within their own procedures) such as suspension of the staff concerned, pending the investigation. Whilst Leslie Frances should not investigate the concern or allegation, this does not prevent Leslie Frances from gathering information which they need to take management action, (for instance by examining staff rotas) as long as this does not affect any subsequent investigation.

- **In most cases you should inform a senior person of the circumstances and the action you have taken or will be taking next.** However, you should not do so if the concern relates to that senior person or if there are any other factors that might affect a subsequent investigation or place any person at risk.
- Any ‘investigation’ by Leslie Frances senior person, even with good intentions, could muddy the waters of subsequent investigations or alert possible offenders. The senior person must therefore be advised to take no action themselves to investigate the concerns. However, they may need to take action to protect children.
- **Confirm your oral report**, including the nature of the allegation/incident, the nature of the suspected harm or likely harm and your subsequent actions to the Designated safeguarding lead/deputy within the next 24 hours.
- **Written reports (Express of Concern Form)** should be clear and unambiguous since any evidence, including written reports and any notes or other information, are open to disclosure in any subsequent proceedings.
- **Circumstances not requiring any referral/further action. If after discussion with the designated safeguarding lead it is decided that no referral will be made, the designated safeguarding lead will advise on next steps to take. The concern will continue to be monitored within the academy and at salon-based review and updated on the monitor section of the Expression of Concern Form until the case is closed (see Appendix D)**

Section 7 - The Designated safeguarding lead process upon receiving a report

- Referrals to children’s social care services will normally be made by the designated safeguarding lead. In certain circumstances you may agree that the staff member who reports the incident should make the contact.
- Any referrals will be made to social care services as speedily as possible when the designated safeguarding lead has sufficient evidence.
- Where a referral is made the designated safeguarding lead will follow this up in writing within 2 working days to the social care services.
- The designated safeguarding lead will also follow up the referral by liaising with children’s social care services within 10 working days to ascertain the steps they have taken, feeding back to the staff member who passed on the initial information.

- What will the local authority do? Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
 - The child requires immediate protection and urgent action is required.
 - The child is in need and should be assessed under section 17 of the Children Act 1989.
 - There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989.
 - any services are required by the child and family and what type of services
 - further specialist assessments are required to help the local authority to decide what further action to take.
 - to see the child as soon as possible if the decision is taken that the referral requires further assessment.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- For all cause of concerns for both Barnsley & Sheffield Academies that are not referred the Designated Lead will review monthly (unless the concern is deemed to be reviewed weekly)

Section 8 – Allegations about a member of Leslie Frances staff

Decide whether any immediate action needs to be taken in line with Sections 2 and 3 of the procedure and then contact the Designated safeguarding lead.

- Where concerns are reported about any Leslie Frances staff, they should always be passed to the Leslie Frances designated safeguarding lead.
- **The Designated safeguarding lead is the senior manager to whom all allegations or concerns that a member of staff, or someone working on behalf of Leslie Frances, may have abused a child should be reported. If the Designated safeguarding lead is not available, then the Leslie Frances Directors should be contacted.**
- If allegations or concerns are raised with a member of the Leslie Frances staff regarding a LF Tutor during a salon visit or training/assessment session, then the staff member should make the contact directly with the designated safeguarding lead and not discuss the issue with the subject of the concern.
- Where a member of the Leslie Frances staff is found to be guilty of the alleged abuse, by the appropriate authorities, the Designated safeguarding lead must inform the relevant Disclosure and Barring Service

Appendix (A) Forms of abuse, neglect & safeguarding issues

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse

A form of abuse which may involve, hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger or the exploitation or corruption of children, some level of emotional abuse is involved in all types of maltreatment of a child, although it may not occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their academy's policy and procedures dealing with it.

Neglect

Neglect is persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment or the child's health or development. Neglect may occur during pregnancy, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Safeguarding Issue

Child on child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that can happen both inside and outside of school or academy and online. All staff should be clear as to our academy's policy and procedures with regard to child-on-child abuse and important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in the academy it does not mean it is not happening, it just may not be reported. If any staff have any concerns regarding child-on-child abuse, they must report it to the Designated Safeguarding Lead (Eleanore Gray). It is essential that all staff understand the importance of challenging inappropriate behavior's between children, Downplaying certain behavior's e.g., dismissing sexual harassment as "just banter" or "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behavior's, an unsafe environment for children and in worse case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but not limited to bullying (including cyberbullying, prejudice-based and discriminatory bullying; abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse'; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence such as rape, assaulted by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm and initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child sexual exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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 perpetrator or facilitator and/or through violence or threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation

Some specific forms of CCE can include children 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.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (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 children 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.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing,

rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship

County lines County

Is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line"? This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL with regard to any concerns about Female Genital Mutilation there is a specific legal duty on Tutors. If a Tutor in the course of their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the Tutor must report this to the police

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but has many other names. FGM is a form of child abuse. It's dangerous and a criminal offence in the UK. We know:

- there are no medical reasons to carry out FGM
- it's often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades
- children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained
- it's used to control female sexuality and can cause long-lasting damage to physical and emotional health.

FGM can happen at different times in a girl or woman's life, including:

- when a baby is new-born
- during childhood or as a teenager
- just before marriage
- during pregnancy

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation

(FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹⁷ that requires a different approach (see following section).

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. We can access a range of advice to help us identify children in need of extra mental health support, this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and speaking to the designated safeguarding lead or a deputy.

Serious violence

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from the academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and maybe at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Bullying and Cyberbullying

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young

people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line Safety

Domestic Abuse

Domestic can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn

Grooming

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be [sexually abused](#), [exploited](#) or [trafficked](#).

Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time – from weeks to years. Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative

Online

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse, which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Child trafficking

Trafficking is where children and young people tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- [sexual exploitation](#)
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking and childcare
- forced labour in factories or agriculture
- committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Trafficked children experience many types of [abuse and neglect](#). Traffickers use [physical](#), [sexual](#) and [emotional abuse](#) as a form of control. Children and young people are also likely to be physically and emotionally [neglected](#) and may be [sexually exploited](#).

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support

available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

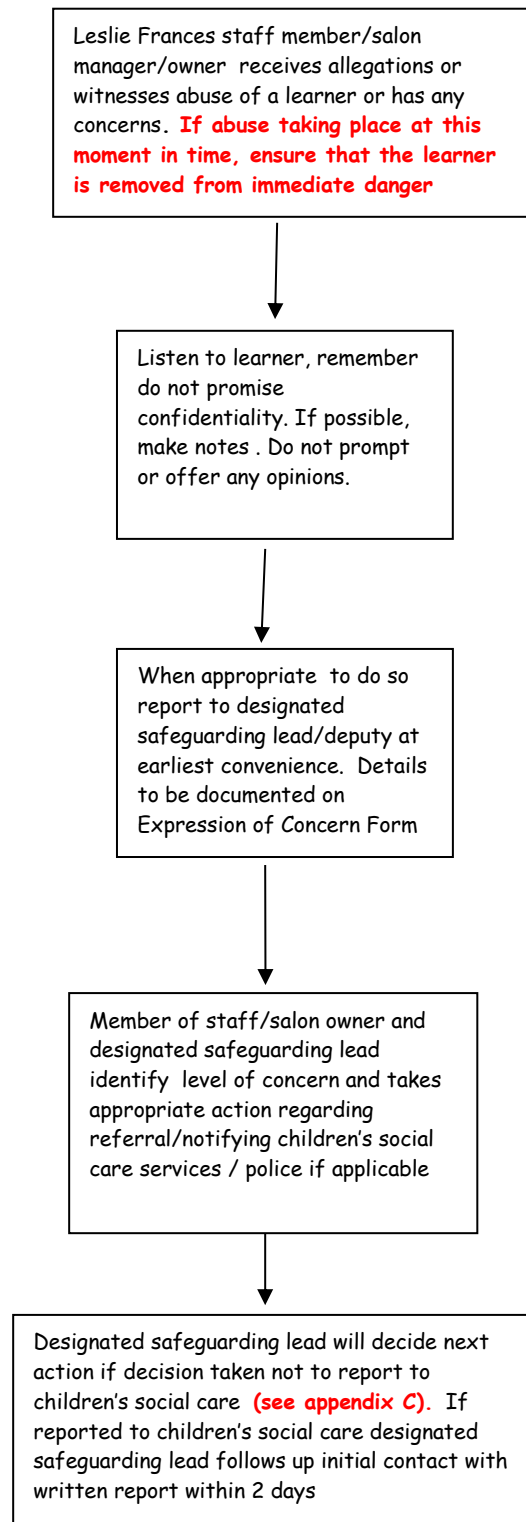
Non-recent abuse

Non-recent child abuse, sometimes called historical abuse, is when an adult was abused as a child or young person under the age of 18. Sometimes adults who were abused in childhood blame themselves or are made to feel it's their fault. But this is never the case: there's no excuse for abuse.

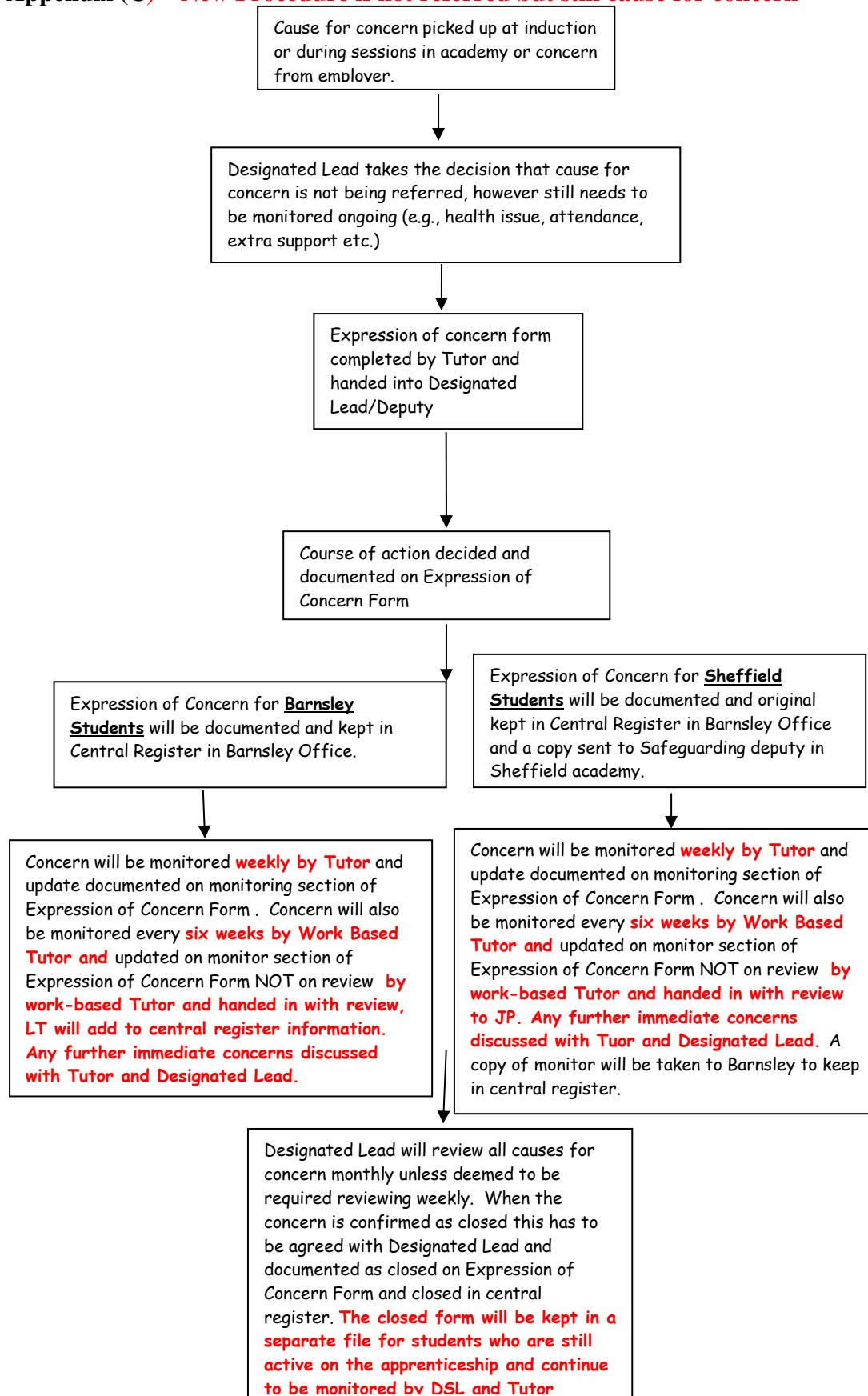
You might have known you were abused for a very long or only recently learnt or understood what happened to you. Whether the abuse happened once or hundreds of times, a year or 70 years ago, whatever the circumstances, there's support to help you. It's never too late

(Source Keeping Children Safe in Education 2023)

Appendix (B) Safeguarding referral flowchart



Appendix (C) * New Procedure if not referred but still cause for concern



Appendix (D)

EXPRESSION OF CONCERN FORM

**This form should be completed when there is cause for concern and
given to your Designated Lead as soon as possible to be documented
& monitored**

in Central Register

Ref No.

Learner Name : **Age :**.....
Tutor Name: **Academy : Barnsley or Sheffield (*circle*)**
Training Day: **Employer/Salon :**

Nature of concern (include as much detail and use exact words)

Date of incident :

Where did incident occur:

Anyone else present:

Additional Sheet for Notes

- *Work based Tutors to complete at review process for any students with expression of concern form and hand in with review*

Sheffield Academy to ensure copy in Central Register held at Barnsley

Student Name

Date	Monitoring/action information	Initial of person supporting	DSL Initial

To be completed if concern has been closed

Date :

DSL Name:

Reason for closure :

Appendix (E)

SAFEGUARDING DESIGNATED MEMBERS OF STAFF

1. The designated senior member of staff (designated safeguarding lead) safeguarding in both Barnsley and Sheffield academies is:

ELEANORE GRAY – TRAINING MANAGER

2. In the designated safeguarding leads absence, these matters will be dealt with by:

**JOANNE PICKLES (SHEFFIELD)
LISA THOMPSON (BARNSELEY)
KEIRA WHITTAKER (BARNSELEY)
ZOE MCSEVENEY (BARNSELEY)**

3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and directors to draw upon.
4. Leslie Frances recognises that
 - The designated safeguarding lead must have the status and authority within the academy management structure to carry out the duties of the post - they must therefore be a senior member of staff within the academy.
 - All members of staff (including volunteers) must be made aware of who the person is and what their role is
 - The designated safeguarding lead will act as a source of advice and coordinate action within the academy over safeguarding issues.
 - The designated safeguarding lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies
 - They should possess skills in recognising and dealing with child welfare concerns
 - Appropriate training and support should be given
 - The designated safeguarding lead is the first person to whom members of staff report concerns
 - The designated safeguarding lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies.
 - The designated safeguarding deputy is not responsible for dealing with allegations made against members of staff

To be effective they will

- Act as a source of advice, support and expertise within the academy and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.

- Cascade safeguarding advice and guidance issued by the government, Ofsted and in particular Barnsley Safeguarding Children Board
- Where they have concerns that a referral has not been dealt with in accordance with safeguarding procedures, ask the Directors to investigate further
- **Monitor and review (at least monthly) all Expression of Concerns**
- Ensure each member of staff and volunteers at the academy and regular visitors (such as, trainee tutors, salon managers/owners, local authority school staff) are aware of and can access readily this policy
- Liaise with the Training Manager (if not the Training Manager) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role
- Ensure that this policy is updated and reviewed annually and work with the designated staff member for safeguarding regarding this
- Be able to keep detailed accurate secure written records of referrals/concerns and ensure that these are held in a secure place

The designated safeguarding lead also has an important role in ensuring all staff and- volunteers receive appropriate training. They should

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how Barnsley Safeguarding Children Board operates.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other members of staff, volunteers and directors
- Make themselves (and any deputies) known to all staff, volunteers and directors (including new starters and assistant tutors) and ensure those members of staff have had training in safeguarding. This should be relevant to their needs to enable them to identify and report any concerns to the designated safeguarding lead immediately.
- Monitor effectiveness of safeguarding procedures by reviewing evaluations, year on year data regular team meetings to review outcomes of safeguarding issues.
- If necessary, safeguarding action is not taken the whistleblowing policy or complaints policy can be adopted

Designated Directors

The Designated Directors for Safeguarding at this training school are –

DENISE ASHURST/DEBRA CHILDS

Safeguarding is important. Where appropriate, the Directors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Directors will ensure that the designated members of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.

The Directors will review safeguarding practices in the Academy on a regular basis and no less than annually, to ensure that

The academy is carrying out its duties to safeguard the welfare of children at the training school.

- Members of staff and volunteers are aware of current practices in this matter and that staff receive training where appropriate
- Safeguarding is integrated with induction procedures for all new members of staff and volunteers.
- The academy follows the procedures agreed by Barnsley Safeguarding Children Board and any supplementary guidance issued by the Local Authority.
- Only persons suitable to work with children shall be employed in the training school or work here in a voluntary. Leslie Frances will keep accurate records of safeguarding, child and adult protection issues that have been brought to our attention and will use accurate and up to date information to inform our strategic and operational decision making.
- The Directors will not tolerate behaviour which breaches the safeguarding policy and will initiate disciplinary action if circumstances warrant, against those who contravene the guidance contained in it.

Contacts – Leslie Frances Safeguarding Structure

	Name	Email	Phone Number
Designated Safeguarding Lead (DSL)	Eleanore Gray	lfraining@hotmail.com eleanore.gray@leslie-frances.com	01226 243204 07909 111612
Deputy Designated Safeguarding Lead	Joanne Pickles Lisa Thompson Keira Whittaker Zoe Mcseveney	lfrainingsheff@yahoo.co.uk lisa.thompson@leslie-frances.com	07752 037466 07752 037469 07723 290359 07723 293488
Directors of Safeguarding	Debra Ashurst Denise Childs	debdenlf@yahoo.co.uk	01226 243201 07967 673896 07790 296358

- All staff will have access to the DSL (or deputy) on a daily basis, and can contact them via phone, email.
The DSL/Deputy DSL will continue to be the first point of contact for raising a safeguarding concern, updating safeguarding files and as required, liaise with social workers where they require access to learners in need and/or to carry out statutory assessments

BARNSELEY SAFEGUARDING CONTACTS

If child in immediate danger 999 or 01142 202020

Urgent

Emergency Duty Team 01226 787789 Barnsley

If your call is not urgent

If you do not know the number for the social worker, or you are concerned about a child who is not your own, **phone our assessment service on 01226 772423.**

If vulnerable/at risk adult in immediate danger 999 or (01142) 202020

If your call is not urgent

Adult Social Services 01226 773300

SHEFFIELD SAFEGUARDING CONTACTS

If child in immediate danger 999 or 01142 734855 (Sheffield Safeguarding hub)

The Sheffield Safeguarding Hub Office hours are from 8.45am to 5.15pm (Monday to Thursday) and 8.45am to 4.45pm (Friday) at all other times including Bank Holidays, calls will be responded to by the Emergency Duty Service.

Vulnerable/at risk adults not in immediate danger – 0114 273 4908

Appendix (F)

PREVENTING EXTREMISM AND RADICALISATION

Statement

Section 26(1) of the Counterterrorism and Security Act 2015 (“the Act”) imposes a duty on “specified authorities”, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. This policy has been produced in accordance with the governments *Prevent guidance for further education institutions in England and Wales 1st April 2021*)

Purpose

This is an important role for Leslie Frances, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

Scope

This policy covers all Leslie Frances employees, apprentices we deliver training to employers we work with and all visitors.

Definitions

The government define **extremism** as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. They also include in the definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation: “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.”

Leslie Frances shares and promotes these values across our academies

Individual Liberty:

- The freedom to live as you wish and go where you want.
- Helping you to making informed choices.
- Taking responsibility for your choices and exercising them safely.
- Making sure you know your rights.

Rule of Law:

- Fairness in the way people is dealt with.
- Exploring the laws that govern and protect us.
- Understanding the consequences if these rules are broken.
- Considering that these may be different from religious laws.

Democracy:

- The belief in freedom and equality between people.
- A broad general knowledge & respect of public institutions and services.
- Helping you to influence decision-making through the democratic process.
- Explaining the advantages and disadvantages of democracy.

Mutual Respect and Tolerance:

- Tolerance of those with different respects and beliefs.
- Understanding how your behaviour has an effect on your own rights and those of others.
- Respecting other people's differences, other cultures and ways of life.
- Challenging prejudicial or discriminatory behaviour

Terrorism: "The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes:

- serious violence against a person.
- serious damage to a property.
- a threat to a person's life.
- a serious risk to the health and safety of the public; or serious interference with or disruption to an electronic system.

Channel Panel

The Channel panel is a multi-agency panel, which includes the police. Channel works in a similar way to existing multi-agency partnerships for vulnerable people. If the case is passed to a Channel panel, the members will assess the risk to the child, young person or adult learner and decide whether to adopt the case. Statutory interventions could take place alongside the Channel process.

Channel panels work with local partners to develop an individual's support package to reduce, broader risks to the child, young person or adult learner and the risk of extremism or radicalisation.

Channel is a voluntary process. Parents, carers and adult learners can turn down the support offered. If this happens, the child, young person or adult learner will be signposted to other services if appropriate.

Leslie Frances' Responsibilities

There is no place for extremist views of any kind in our academies, whether from internal sources, learners, staff, or external sources - salons, external agencies or individuals. Our learners see our academies as a safe place where they can explore controversial issues safely and where our Tutors encourage and facilitate this – we have a duty to ensure this happens.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our learners.

Therefore, we will provide a broad and balanced curriculum, so that our learners are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Leslie Frances is aware that radicalised learners can also act as a focal point for further radicalisation through personal contact with other learners and through their social media activity. Where radicalisation happens away from the academy learners may well share his or her issues with other learners. Changes in behaviour and outlook may be visible to staff. Staff will self-assess and identify the level of risk, and Leslie Frances will ensure all staff have access to training, and that there is welfare support for learners and effective IT policies in place which ensure that these signs can be recognised and responded to appropriately.

We have policies in place to ensure learners are safe online and appropriate safeguards are in place relating to use of IT equipment, general usage and a filtering method to restrict access to harmful content and to prevent people from being drawn into terrorism.

Leslie Frances will closely follow any locally agreed procedure as set out by the Local Authority.

We will monitor effectiveness of prevent procedures by reviewing evaluations, year on year data regular team meetings to review outcomes of any issues.

External Events Leslie Frances will:

- Training Manager will have overall responsibility for co-ordinating events
- Risk assesses the geographical areas of any events or activities that learners may attend, specifically radicalisation within the area or extremist activity.
 - Travel to and from the event
- Registers/attendance taken
- Ensure learners are aware of emergency contact numbers
- Have good ratio of group leaders/learners at least 1:10.
- Ensure that group leaders have learners' personal details and next of kin information
- Prior to attending events all learners must have had completed permission slip from parent/guardian.
- All learners must have a pre-brief on personal safety including risks involved with extremism and radicalisation.

External Speakers/Companies Leslie Frances will:

- When deciding whether or not to host a particular speaker, we will consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed except where Leslie Frances are entirely convinced that such risk can be fully mitigated without cancellation of the event. This includes ensuring that, where any event is being allowed to proceed, speakers with extremist views that

could draw people into terrorism are challenged with opposing views as part of that same event, rather than in a separate forum. Where we are in any doubt that the risk cannot be fully mitigated, we will exercise caution and not allow the event to proceed.

- We will put in place a risk assessment, rating risks associated with any planned events, which provides evidence to suggest whether an event should proceed, be cancelled or whether action is required to mitigate any risk this will also include should also be used for assessing the risks associated with any events which are associated with Leslie Frances which take place off their premises and for taking swift and appropriate action as outlined above **See Appendix**
- Ensure that identification is available upon entry to the academies.
- Seek references from individuals/external companies prior to any activity
- Ensure learners are fully supervised by LF staff at all times and not left alone with any external agencies
- Conduct background research
- Provide a copy of LF Safeguarding/Prevent Policy prior to visit
- Training Manager will ensure that all external companies have a briefing regarding age-appropriate material is used
- Where relevant DBS checks

Staff engagement

- All staff are aware and comply with prevent duty and policy and procedures.
- All staff regularly attend training both online and local authority lead training sessions to enable them to be equipped to recognise extremism and are skilled and confident enough to challenge it

Learner engagement

- At induction learners receive education leaflets and discussions on British Values, Prevent and are aware of our Safe Spaces
- Learners attend mandatory sessions on Prevent and British values within tutorials throughout their apprenticeship programme
- Students complete mandatory sessions on HATE crime in tutorials and have speakers from South Yorkshire Police in to define and advise how to report hate crime

If necessary safeguarding action is not taken, the whistleblowing policy or complaints policy can be adopted

Making a referral Referrals made to Channel should contain concerns based on a person's vulnerability to radicalisation and should not be because of the person's faith or ethnic origin.

Ideally, the person considering making the referral will be the designated safeguarding lead and have a good understanding of Safeguarding and Prevent.

Details to include in the referral

- How or why, we 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 your 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 have had with the child, young person, or adult learner, parent or carer (if under 18)
- What your worried about, what may happen if the child, young person or adult learners’ needs are not met and how will this affect them

The DSL should tell the child or young person that they’re going to speak with their parents or carers (if under 18) and refer this to the local authority. The reason for a referral is to; make a multi-agency safeguarding assessment and support vulnerable people to move away from harmful activity.

Before sharing information, you should try to get consent from the parents or carers (if under 18). Do not do this if it would place the child or young person at more risk of harm. You can share information without consent if you have a good reason and if it will help to safeguard the child or young person sooner. You should record who has been given the information and why.

Referrals are made by completing the NATIONAL REFERRAL FORM (available from DSL)

All referrals should be sent to the South Yorkshire Police Prevent Team
Prevent_Inbox@southyorks.pnn.police.uk
Preventsouth@ctpne.police.uk

For advice regarding making a referral please contact South Yorkshire Police Prevent Team on 0114 2523217

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a young person being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

How a referral is assessed

If we have not received an acknowledgement of our referral within one working day, contact Children's Social Care or whichever agency we made the referral to. Counter Terrorism Policing may assess the referral. They will check if the child, young person or adult learner is part of any open investigations. This should take 5 working days. During the assessment period, other agencies can also conduct their own assessments. We should think about what we can do to support the child, young person or adult learner.

Channel decisions

If the Channel panel decides the referral is not appropriate for Channel support or other safeguarding services, it will signpost it back to the education setting. The Channel panel will list the areas of concern and the child, young person or adult learner's vulnerabilities. It may suggest how you might deal with them, but it will be up to us how we choose to support the child, young person or adult learner. We can ask our local authority or Prevent policing teams for advice.

If the Channel panel decides the referral is not appropriate for Channel support but thinks the child, young person or adult learner and best be support through other services, it will signpost it to other safeguarding services.

If the Channel panel decides the referral is appropriate for support through Channel, it will design a support package for the child, young person or adult learner based on the risks and vulnerabilities identified.

Appendix (G) Risk Assessment for External Speakers

PRIVATE & CONFIDENTIAL RISK ASSESSMENT FOR EXTERNAL SPEAKERS

NAME OF ORGANISER:		DATE OF EVENT:	
NAME OF SPEAKER:		DETAILS OF EVENT	
COMPANY OF SPEAKER:			

RISK	CONTROL MEASURES	LIKELIHOOD (1-3) 1 = HIGH	SEVERITY (1-3)1 = HIGH	RISK RATING (1-3)= HIGH	OTHER RELEVANT INFO.
Risk Assessor Name:	Signature:				

Appendix (H) Linked Policies

- Learner Behaviour Policy
- Learner/Staff Code of Conduct
- Complaints Policy
- E-Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- Whistleblowing Policy

Additional support and links

Learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:

DFE Links and guidance

UK Council for Internet Safety (UKCIS)

<https://www.gov.uk/government/publications/education-for-a-connected-world>

UKCIS guidance

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

The UKCIS <https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

external visitors' guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors

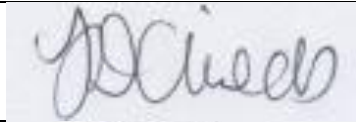
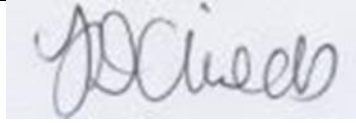
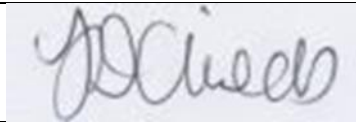
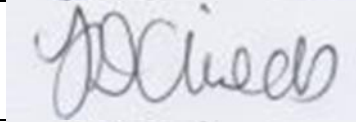
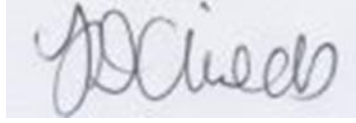


<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

National Crime Agency's CEOP education programme

SAFEGUARDING POLICY

This policy will be reviewed annually by the Training Manager & Directors, or when there are changes to relevant legislation, or whenever circumstances demand.

REVISION HISTORY

DATE	DESCRIPTION	AUTHOR	SIGNED BY DIRECTORS
26.03.20	Covid 19 Addendum	Eleanore Gray	
09.09.21	Changes to Keeping Children Safe in Education 1.9.21	Eleanore Gray	
08.11.21	Annual Review	Eleanore Gray	
14.12.22	Amended to reflect changes to Keeping Children Safe in Education 1.9.22 and making a referral to Prevent 24.10.22	Eleanore Gray	
10.06.23	Updated removing Kay Bothamley replacing with Joanne Pickles	Eleanore Gray	
14.8.23	New Expression of Concern Form, amended telephone numbers of deputy safeguarding team, new procedure for cause of concerns not referred and central register, added external speaker risk assessment.	Eleanore Gray	
1.9.23	Updated in conjunction with KCSIE 2023	Eleanore Gray	
04.3.24	Amended LGBT to incorporate LGBTQI+	Eleanore Gray	