



Roots *and* Shoots

Safeguarding Policy

2022-2023

Walnut Tree Walk, Kennington, SE11 6DN

Charity number: 1064070

Safeguarding Policy

Local contacts in case of emergency

- About a child or young person. Professional line: 020 7926 3100. Public line: 020 7926 5555 (24 hours) Form: Report concern for a child or young person.
- About an adult at risk. Professional line: 020 7926 5555 (24 hours) Public line: 020 7926 5555 (24 hours)
- <https://www.lambethsaferchildren.org.uk/>
- helpandprotection@lambeth.gov.uk

Lambeth Safeguarding Children Partnership

helpandprotection@lambeth.gov.uk

020 7926 5555

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Roots and Shoots is committed to provide an environment for children and young people, where all feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded within our organisation. All staff form part of the wider safeguarding system, as laid down by the Department of Education and supported by our home borough Lambeth Council.

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, young people and their families and carers has a role to play in safeguarding. In order to fulfil this responsibility effectively, all staff should make sure their approach is person-centred.

No single professional can have a full picture of a young person's needs and circumstances, 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 and young people is defined for the purposes of this guidance as:

- Protecting from maltreatment.
- Preventing impairment of their health or development.
- Ensuring that they all grow up in circumstances consistent with the provision of safe and effective care; and to ensure all children and young people have the best outcomes.

2023 Updates

[Change link to 2023 version](#)

Keeping Children Safe in Education 2022 contains key updates which should be understood by all staff and regular volunteers that work for Roots and Shoots and who supervise children and young people.

[Summarise key updates for 2023/2024 here](#)

1. Time constraints added to pupil data transfer - safeguarding information between institutions.
2. The need for pupils to have an 'appropriate adult' during police investigations.
3. Online checks for new staff.

4. All governors receive safeguarding training.
5. More detail on the effects of domestic abuse.
6. 'Peer-on-peer' wording changed to 'child-on-child'.
7. New focus on 'early intervention'.
8. Prevent update.
9. Human Rights and Equality Act reminders.
10. New resources added

- A [video on supporting children](#) who are victims of sexual abuse.
- A link to [South West Grid for Learning](#), a charity that provides support regarding abuse and technology, and [The Marie Collins Foundation](#), a harmful-sexual-behaviour support service.
- A [county lines toolkit for professionals](#).
- Government guidance on [forced marriage](#).
- LGFL "[Undressed](#)" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.

Essential Reading

All staff and volunteers are required to read and understand Part 1 of KCSIE, Sept 2023 and sign to prove they have done so. We appreciated the additional time and effort this takes but justify it against the importance for all staff and volunteers to do so.

Staff Inset

In September we hold a Staff INSET to which all staff are strongly encouraged to attend. This training sets the scene for the academic year ahead and is a chance to share the organisation vision and remind and update all staff and volunteers of their key responsibilities.

Education Team Meetings and Updates

Information at Roots and Shoots is disseminated via informal discussion, formally set meetings and email. This aims to provide all staff and volunteers with an accessible and manageable way of being aware of all key updates relating to the students and wider programme development. We hold regular Student Coordination Team meetings and monthly Education Team meetings. Dates of which are shared via the Staff Intranet.

KCSIE 2023 Summary of Updates

The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping children safe

in education (KCSIE)1.

The guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

Our briefing outlines the latest changes to the guidance, which came into force on 1st September 2023 including:

- Further information on child criminal and sexual exploitation
- Guidance on responding to peer-on-peer abuse, including sexual harassment
- Additional guidance on online safety, including remote education
- A new section on responding to low-level concerns and allegations.

[Full Details of Updates From NSPCC](#)

What Does it Mean for Roots and Shoots?

Peer on peer abuse - All staff and volunteers should be aware that peer on peer abuse can exist in different forms and should be alert to any instances however small. Young people with SEN can be impacted in the slightest ways and abuse can be very subtle, one-off or ongoing.

All staff should be aware of the power dynamics within the cohort and alert to any abuses of this.

The development of RSHE (Relationships, Health and Sex Education)

Sexual abuse is prevalent in all walks of life and children and young people are more likely that most to experience it in some shape or form. All staff should be on high alert in relation to any form of abuse of a sexual or gender based nature.

Main Findings of Ofsted's Review of Sexual Abuse:

On 10th June 2021, Ofsted published their highly anticipated review, based on visits to 32 schools and colleges, speaking to over 900 children and young people. The reviewing team also spoke to school leaders, governors, parents and local safeguarding partners.

Findings of the review:

- Prevalence of harmful sexual behaviours- "92% of girls and 74% of boys said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal."

- Young people also told inspectors that they did not want to talk about sexual abuse for many reasons, for example the risk of being ostracized by their peers. Some students told inspectors that, “incidents are so commonplace that they see no point in reporting them.”
- Lack of positivity about the Relationships, Sex and Health Education (RSHE) curriculum where key issues such as consent should be addressed and discussed.
- The review also reports that, “In the schools and colleges we visited, some teachers and leaders underestimated the scale of the problem. They either did not identify sexual harassment and sexualised language as problematic or they were unaware they were happening.”
- “A small number of Learning Support Practitioners (LSPs) told us that they were not aware that sexual harassment and violence, including online, in schools and colleges were significant problems in their local area.”
- “In just over a quarter of the schools we visited, inspectors reported that governors had some sort of safeguarding training, although it was not always clear that this included specific training on harmful sexual behaviour.”
- In 93 inspections between September 2019 and March 2020:
 - 6% gave evidence of sexual violence and harassment.
 - 46% of schools gave a “nil return”.
 - 48% of schools did not provide information - In most of the inspections where no information was provided, inspectors did not record how they followed up with leaders to determine whether a nil return was an accurate picture.

Supporting Victims of Abuse

All staff and volunteers should be confident when dealing with victims of abuse to ensure they are managed in a suitable manner. Staff and volunteers should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Online Safety

Online safety for children and young people seems to become a more pressing issue each day as the world of technology moves forward and education tries to keep up.

We currently take the following steps to enhance support for young people:

1. Where mobile phones are impacting learning we request that students do not have their phones with them during training hours. Phones can be left with the Tutor or Office.
2. We run regular IT sessions where staff embed discussion within the curriculum about the risks associated with online safety and social media.

3. We run formal online safety sessions where students discuss particular risks related to online safety and social media.

We take guidance from the UK Council of Internet Safety and use resources and evidence to inform our teaching and interactions with young people.

UK Council for Internet Safety - [LINK](#)

We understand that higher risk categories include:

1. Children and young people.
2. Disabled people.
3. People from non-white backgrounds.
4. People from other backgrounds not associated with mainstream society (travellers).

Child Criminal and Sexual Exploitation

NHS guidance on CSE - [LINK](#)

Know the signs of CSE - [LINK](#)

Mental Health

FE Colleges and Alternative Providers have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.

DfE Guidance on Mental Health - [LINK](#)

Serious Violence

The Government is concerned about recent increases in homicides, gun crime and knife crime. These offences – homicides and knife and gun crime – account for around 1% of all recorded crime, but the impact of serious violent crime on society is significant. There is a huge cost to individuals, families and communities through loss of life, and the trauma caused through both the physical and psychological injuries suffered. That is why tackling serious violence is a Government priority.

Whilst serious violence is unlikely to occur onsite at Roots and Shoots it may be impacting children and young people in their lives outside of education. This may be related to drugs, domestic abuse, gangs and other incidents where people are carrying out serious violence.

Social Care Assessments

Roots and Shoots staff should provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

Forming part of the Education process we have a duty of care within the SEND Framework for managing Education, Health and Care Plans.

The Aims of This Policy

There are three elements to our policy to safeguard children

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident, and know how to approach adults if they are in difficulties.

Raising awareness of all staff regarding the need to safeguard children, especially vulnerable young people as well as their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our organisation at Roots and Shoots who have access to children/vulnerable young people have been rigorously checked as to their suitability using safe recruitment procedures.

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures which will be followed by all staff.

All staff will receive regular training and up-dates and by development of effective working relationships with all other agencies, involved in safeguarding for children and young people.

Support

Ensuring that key concepts of Child Protection are integrated within the curriculum and all of our students are educated about risks associated with the new digital technologies.

Ensuring that children and young people are listened to and have their concerns taken seriously. Also working with others to support students who may have been abused to access the curriculum and take part fully in our charities' activities.

Key documents that inform this policy are:

- **Keeping safe in education**, September 2022
- **Working together to safeguard children**, March 2015
- **Statutory framework for the early years foundation stage** March 2014
- **What to do if you worried a child is being abused** 2015

Our organisation's procedures for safeguarding children and young people will be in line with the Lambeth safeguarding children board child protection procedures which are based on the London Child Protection procedures.

1. Roles and Responsibilities

1.1 The Role of the Roots and Shoots' Trustees

The Trustees will ensure that Roots and Shoots meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education, 2016'

The Trustees will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

The Trustees will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The Trustees will ensure that the following are in place:

- Safeguarding and child protection policies and procedures in place are consistent with Lambeth safeguarding children board procedures.
- A staff code of conduct policy including policies covering staff/pupil relationships and communication and staff use of social media.

The Trustees will ensure that a senior member of staff is appointed the designated safeguarding lead with responsibilities for carrying out the statutory duties as set out

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in this policy.

1.2 The Role of the Director

The Director will ensure that policies and procedures adopted by the Trustees are followed by all staff.

1.3 The Role of the Designated Safeguarding Lead

The designated safeguarding lead will be appointed from the senior leadership team and will take the lead responsibility for safeguarding and child protection. Annex B of the DfE Guidance; Keeping Children safe in Education 2022, describes the broad areas of responsibility and activities related to this role. Deputy safeguarding leads have also been appointed to take on the responsibility in the absence of the safeguarding lead. The ultimate responsibility for safeguarding and child protection remains with the designated safeguarding lead.

The Designated Safeguarding Lead also co-ordinates the organisation's representation at Child Protection conferences/core groups and the submission of written reports for such CP meetings.

The Designated Safeguarding Lead will ensure that if staff members attend a child protection meeting, they have the authority to make decisions and commit resources on behalf of the school.

The Designated Safeguarding Lead will have oversight of the delivery of the recommendations within Child Protection Plans and will disseminate information to relevant staff members as appropriate.

During term time the designated safeguarding lead and or a deputy will be available during teaching hours for staff to discuss any safeguarding concerns. The designated safeguarding lead will ensure that there are adequate and appropriate cover arrangements for any out of hours/out of term activities.

1.4 The Role of Roots and Shoots Staff

Staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the designated safeguarding lead.

If a child is in immediate danger or is at risk of harm, the safeguarding designated lead will refer to children's social care and/or the police immediately.

Though the responsibility to refer to children's social care lies with the designated safeguarding lead, anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

2. Working With Parents and Carers

Roots and Shoots recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils.

Roots and Shoots will:

- Make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils, where necessary.
- Policies will be available on the website or on request.
- Involve parents and carers in the development of Roots and Shoots policies to ensure their views are taken into account.
- Ensure a robust complaints procedure is in place to deal with issues raised by parents and carers.

3. Confidentiality and Information Sharing

Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Parental consent to refer to Lambeth children social care can be dispensed if seeking consent is likely suffering significant harm, Roots and Shoots have a legal duty to share this information with Lambeth children's/adult social care.

If a child is subject to a child protection investigation, Roots and Shoots will share any information about the child requested by Lambeth (or any other relevant borough) children's social care department.

4. Referral to Lambeth Children's Social Care

Referral to Lambeth children's services first response team will be made using a multi-agency referral form (MARF).

Lambeth Children's services first response telephone: 020 7926 3100
Out of hours telephone: 0207 926 1000
Email: dutymanger@lambeth.gov.uk

5. Definitions of and Indicators of Abuse

For definitions and indicators of abuse, refer to [appendix A](#)
or guidance on responding to a disclosure of abuse, refer to [appendix B](#)

6. Training

Our Trustees will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Board.

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

7. Teaching Children About Safeguarding

Our Trustees will ensure young people are taught about keeping themselves safe, including online, through teaching sessions and by providing other opportunities for students to find their voice, as part of providing a broad and balanced curriculum.

8. Physical Intervention/Positive Handling

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and students, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the 'Use of Reasonable Force'.

Refer to our separate policy on positive handling / restraint and the reasonable use of force.

9. Changing for P.E. Lessons

Changing for PE can cause anxiety for some students, this can influence their perception of the subject and determine whether it is an enjoyable and positive

experience. Staff to ensure they are allowed privacy as appropriate.

10. Intimate Care in Nursery/Children's Centre

N/A

11. Record Keeping

The Designated Safeguarding Lead will ensure that all child protection records and safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with staff on a need to know basis.

When a pupil transfers to a new college we will ensure that the child protection records are addressed to the designated safeguarding lead and sent separately from the general records to the new college.

12. Inter-agency Working

The Trustees will ensure that the Roots and Shoots contributes to inter-agency working in line with statutory guidance 'Working together' to safeguard especially vulnerable young people. We will work with social care, the police, health services and other services to promote the welfare of our vulnerable young people and protect them from harm. This includes providing a coordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide additional support.

13. Safer Recruitment

Roots and Shoots will adopt safer recruitment procedures that help deter, identify and reject people who might abuse vulnerable young people. We adhere to the statutory guidance 'Keeping safe in education, Sept. 2022, to ensure that all staff working in our organisation have had the appropriate checks carried out.

The School Staffing (England) Regulations 2009 require governing bodies of educational establishments to ensure that at least one person on any appointment panel has undertaken safer recruitment training

Staff working in the school, engaged in regulated activity, will require an enhanced DBS certificate, which includes a barred list check.

All staff employed to carry out work will require an additional check to ensure

that they are not prohibited from teaching.

The Teachers' Disciplinary (England) Regulations 2012 apply to schools and sixth form colleges and any person that is subject to a prohibition order is prohibited from carrying out teaching work in those establishments. Further education colleges (other than sixth form colleges) are not legally required to conduct this additional prohibition check.

Where an individual starts work in regulated activity before the DBS certificate is available, we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

Teacher prohibition orders prevent a person from carrying out teaching vulnerable young people and children. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

[**A section 128 direction** prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited, is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor board for an independent school; or a governor on any governing board in an independent school, academy or free school that retains or has been delegated any management responsibilities.]

All volunteers will be suitably supervised and may be subject to an Enhanced DBS Check but without a check of the Children's Barred list. Supervised activity does not fall under the definition of Regulated Activity.

14. Single Central Record

Roots and Shoots will keep a single central record, covering the following people:

- All staff who work at the Roots and Shoots

The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check.
- A barred list check.
- An enhanced DBS check/certificate.
- A prohibition from teaching check.
- A section 128 check (for management positions for independent schools(including free schools and

- academies).
- Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions.
- A check of professional qualifications and a check to establish the person's right to work in the United Kingdom.

We will ensure that DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.

We will ensure that all staff in Regulated Activity are checked against the DBS' Children's Barred List prior to their appointment as part of the vetting process. A separate DBS Children's List check will be carried out if application for the checks has not been completed by the start date.

Roots and Shoots has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in Regulated Activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer and also apply where we would have removed that person from Regulated Activity had that person not resigned from our employment.

15. Allegation of Abuse Made Against Teachers and Other Staff

Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school's Complaints Procedures.

Where it is alleged that a member of staff (including volunteers) in the Roots and Shoots has:

- Possibly committed a criminal offence against or related to a Young person
- Behaved towards a child or young person in a way that indicates he or she would pose a risk of harm.

The matter will be dealt with in line with the allegations procedures as set out in Part Four of 'Keeping Children Safe in Education, 2016.

Allegations against staff must be brought immediately to the attention of the Director, not the Designated Safeguarding Lead (unless that is the same person). The Director will only carry out initial enquiries (**not an investigation**) prior to a discussion with the

Local Authority Designated Officer (LADO).

Any allegation relating to the Director **must** be brought to the attention of the Chair of the Roots and Shoots' Trustees who will consult LADO.

All referrals relating to an allegation against an adult working with children will be made to social care via the Lambeth Children's services first response team using the LADO referral form

Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu / Denys Rasmussen) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

16. Online Safety

The use of technology and social media has become a significant component of safeguarding children. Child sexual exploitation; radicalisation; sexual grooming-technology often provides the platform that facilitates harm.

It is essential that young people are safeguarded from potentially harmful and inappropriate online material. As such the Trustees will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole Roots and Shoots community in their use of technology and establish mechanisms to identify, intervene and escalate any incident where appropriate.

Students will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Students will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise issues of safety in confidence.

17. Child on Child/Young Person on Young Person Abuse

Staff should recognise that young people are capable of abusing their peers. The Roots and Shoots will consider peer on peer abuse seriously; it should never be tolerated or passed off as "banter" or "part of growing up".

Different forms of peer on peer abuse:

- Bullying/cyberbullying
- Sexting
- Sexual touching
- Subjected to an initiation rite

It must also be remembered that young people who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences.

18. Bullying

Refer to the Roots and Shoots anti bullying policy

19. Looked After Children

The most common reason for young people becoming looked after is as a result of abuse and/or neglect. Roots and Shoots will ensure that staff have the skills, knowledge and understanding necessary.

We will ensure that appropriate staff have the information they need in relation to a young person's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the social worker.

20. Children With Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the their disability without further exploration;
 - Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
 - Communication barriers and difficulties in overcoming these barriers.
- Awareness of these additional barriers is reflected in the training for staff.

21. Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. We will follow the organisation's procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that staff are alert to signs to look out for and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Roots and Shoots will inform their local authority of any student who is going to be removed from the admission register where the student:

- Has been taken out of our education programme by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- Has ceased to attend training
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

22. Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children/young people who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Appear with unexplained gifts or new possessions.
- Associate with other young people involved in exploitation.
- Who have older boyfriends or girlfriends.
- Who suffer from sexually transmitted infections or become pregnant.
- Who suffer from changes in emotional well-being.
- Who misuse drugs and alcohol.

- Who go missing for periods of time or regularly come home late and who regularly miss school or education or do not take part in education.

Staff will report any concerns to the safeguarding designated lead.

23. Domestic Violence

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002:

- Impairment suffered from seeing or hearing the ill treatment of another person particularly in the home, even though they themselves have not been directly assaulted or abused.

Roots and Shoots recognises that DV will have an impact on aspects of a young person's life. The harm suffered will vary according to their resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their children is diminished through anxiety about their own circumstances.

Roots and Shoots will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children's social care where there is risk of significant harm and/or neglect.

24. Honour Based Violence

'Honour-based' violence (HBV) encompasses 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. All forms of so-called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

25. Female Genital Mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve the children's social care as appropriate.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM.
- Family / child may ask to be excused from PE / swimming on return from abroad.
- Family / child may confide that she is going to a 'special ceremony' when on holiday.
- Female child is known to have a sister that has already undergone FGM.
- Family withdraws female child from PSHE / SRE.

26. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

27. Extremism and Radicalisation/Prevent Strategy

Protecting children and young people from the risk of radicalisation should be seen

as part of Roots and Shoots wider safeguarding duties, and is similar in nature to protecting children and young people from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalization.

Students have British Values embedded in their curriculum, this is emphasised in all aspects of our organisation.

From 18 September 2015, all FE colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent people from being drawn into terrorism, this duty is known as the Prevent duty. Roots and Shoots is supported by the Prevent Officer based at Lambeth Council who provides us with help, support, training and any queries.

Our staff and Trustees have undertaken Prevent awareness training to equip staff to identify our young people at risk of being drawn into terrorism and to challenge extremist ideas.

28. Children Staying With Host Families

N/A

29. Private Fostering

Where Roots and Shoots becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for child protection. Roots and Shoots will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the young person.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

30. Raising Concerns About Safeguarding Practice

initially concerns will be raised with the line manager. The concern should be escalated to the Director if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, follow the whistle blowing procedures outlined in the staff behaviour policy.

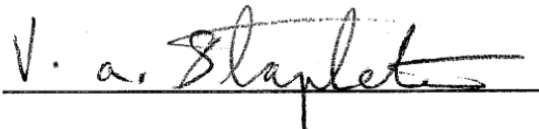
This policy was considered and adopted by the Roots and Shoots' Trustees

Signed by the Director:



Date: 06/09/22

Signed by the Chair of Trustees:



Date: 06/09/22

Appendix

Appendix A - Types of Abuse and Their Symptoms

I. Physical Abuse

Physical abuse 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Physical Abuse Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none">● Unexplained injuries – bruises / abrasions / lacerations● The account of the accident may be vague or may vary from one telling to another.● Unexplained burns● Regular occurrence of unexplained injuries● Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.	<ul style="list-style-type: none">● Withdrawn or aggressive behavioural extremes● Uncomfortable with physical contact● Seems afraid to go home● Complains of soreness or moves uncomfortably● Wearing clothing inappropriate for the weather, in order to cover body.● The interaction between the child and its carer

II. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ● Unattended medical need ● Underweight or obesity ● Recurrent infection ● Unkempt dirty appearance ● Smelly ● Inadequate / unwashed clothes ● Consistent lack of supervision ● Consistent hunger ● Inappropriately dressed 	<ul style="list-style-type: none"> ● Poor social relationships ● Indiscriminate friendliness ● Poor concentration ● Low self-esteem ● Regularly displays fatigue or lethargic ● Frequently falls asleep in class ● Frequent unexplained absences

III. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional Abuse Indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ● Poor attachment relationship ● Unresponsive / neglectful behaviour towards the child’s emotional needs ● Persistent negative comments about the child. ● Inappropriate or inconsistent expectations ● Self-harm 	<ul style="list-style-type: none"> ● Low self-esteem ● Unhappiness, anxiety ● Withdrawn, insecure ● Attention seeking ● Passive or aggressive behavioural extremes

IV. Sexual abuse

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse indicators	
Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> ● Sign of blood / discharge on the child’s underclothing. ● Awkwardness in walking / sitting ● Pain or itching – genital area ● Bruising, scratching, bites on the inner thighs / external genitalia. ● Self-harm ● Eating disorders ● Enuresis / encopresis ● Sudden weight loss or gain 	<ul style="list-style-type: none"> ● Sexually proactive behaviour or knowledge that is incompatible with the child’s age & understanding. ● Drawings & or written work that is sexually explicit ● Self-harm / Suicide attempts ● Running away ● Substance abuse ● Significant devaluing of self ● Loss of concentration

Appendix B - Responding to a Disclosure of Abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.
- For example you could say; “you are not to blame.” “You have done the right thing to tell someone.”
- Do not ask leading questions.
- For example, “What did she do next?” (this assumes that she did), or “did he touch your private part”.
- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.
- The child may well have to tell the story again, and to do so repeatedly will cause undue stress.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated child protection person at the school.
- Record carefully what has been said and what actions have been agreed.