



Safeguarding and Child Protection Policy

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| Relevant guidance: | <u>Keeping Children Safe in Education</u> <u>Working Together to Safeguard Children</u> |
| Latest update: | September 2025 |
| Next update: | September 2026 |

Key internal contacts:

| | |
|--|---|
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| Deputy Designated Safeguarding Lead Louise Staak | louise.staak@livetolearneducation.com |
| Director Kelly Taylor | kelly.taylor@livetolearneducation.com |

Key external contacts:

Devon Children's Front Door (MASH)

For making a referral or for informal advice regarding a child protection concern <https://www.devonscp.org.uk/make-a-request-for-support/>

Local Authority Designated Officers

For advice regarding allegations against staff <https://www.devon.gov.uk/support-schools-settings/safeguarding/guidance-policy-and-tools-2/safeguarding-one-minute-guides/no-41-lado/>

Child and Adolescent Mental Health Services (CAMHS)

Children and family health referrals for mental health concerns <https://childrenandfamilyhealthdevon.nhs.uk/requesting-help-from-cfhd/>

Police

For referrals regarding potentially serious or criminal concerns <https://www.police.uk/pu/contact-the-police/report-a-crime-incident/>
In an emergency always call 999

NSPCC

For advice and help when the wellbeing of a child is at risk <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/nspcc-helpline/>

Childline

For children to use if they are in need of help and support <https://www.childline.org.uk/get-support/contacting-childline/>

Contents

| | |
|---|----|
| 1. Introduction | 4 |
| 1.1 Definitions and Terminology | 4 |
| 1.2 Aims of this Policy | 4 |
| 2. Roles and Responsibilities | 6 |
| 2.1 All Staff..... | 6 |
| 2.2 Designated Safeguarding Lead(s) (DSL) | 7 |
| 2.3 Deputy Designated Safeguarding Lead (DDSL) | 8 |
| 2.4 Director..... | 8 |
| 2.5 Administrators | 8 |
| 3. Recognising Risks..... | 10 |
| 3.1 Students at risk | 10 |
| 3.2 Types of abuse | 10 |
| 3.3 Specific Safeguarding Concerns | 11 |
| 4. Handling Concerns | 15 |
| 4.1 What staff should do if they have concerns about a child..... | 15 |
| 4.2 Hearing disclosures | 15 |
| 4.3 Recording disclosures | 16 |
| 4.4 Safeguarding concerns or allegations against staff | 16 |
| 4.5 Recording allegations against staff | 18 |
| 5. Safeguarding in Education | 19 |
| 5.1 Teaching safeguarding | 19 |
| 5.2 Online safety..... | 19 |
| 5.3 Useful links regarding online safety..... | 20 |
| 6. Annex A..... | 21 |
| 6.1 Safeguarding reporting form | 21 |

1. Introduction

1.1 Definitions and Terminology

For the purposes of this policy:

- **Children** includes everyone under the age of 18.
- **Safeguarding** and **promoting the welfare of children** is defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge
 - Protecting children from maltreatment, whether that is within or outside the home, including online
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes.

1.2 Aims of this Policy

Live to Learn Education recognises:

- Our students have the right to be protected from harm, abuse, neglect and exploitation.
- Our students have the right to experience their optimum mental and physical health
- Every child has the right to an education and children/young people need to be safe and to feel safe in school.
- Our students need support that matches their individual needs, including those who may have experienced abuse.
- Our students have the right to express their views, feelings and wishes and voice their own values and beliefs.
- Our students are encouraged to respect each other's values and support each other.
- Our students have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs.

This policy aims to:

- Ensure clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need.
- Contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.

Live to Learn Education is committed to providing a safe and secure environment for our students, their families, staff and visitors.

We promote a culture which puts wellbeing first; where children and adults feel confident and empowered to share concerns about their own or others safety and wellbeing.

Safeguarding and promoting the welfare of children is **everyone's** responsibility and all staff and visitors are expected to share this commitment.

- We ensure that all staff read at least **Part one** and **Annex A** of DfE guidance '**Keeping Children Safe in Education**' as well as this policy and that mechanisms are in place to assist staff to understand and enact their role and responsibilities.
- We commit to providing easy to access and clear information to those who come into contact with children through us to help them fulfil this responsibility.
- We recognise that our provisions are an important part of a wider safeguarding system and work with schools and outside agencies when needed, as detailed in Working Together to Safeguard Children.

2. Roles and Responsibilities

2.1 All Staff

All members of staff at Live to Learn Education are responsible for safeguarding and promoting the welfare of students and providing a safe environment in which they can learn. All members of staff are important as they can identify concerns early, provide help for children and prevent concerns from escalating.

While specific members of staff have additional roles and responsibilities, this section details expectations for **all** staff.

Staff should:

- have an attitude of 'it could happen here' and always take any concern or disclosure seriously.
- build trusted relationships with students and create an environment where children feel they can disclose abuse.
- record and report **all concerns** no matter how small. Each piece of information helps the DSL build up the jigsaw and create a fuller picture of a child's situation. No single practitioner can be expected to have the whole picture of a child's situation and so it is vital that staff record concerns accurately.
- know how to manage the requirement to maintain an appropriate level of confidentiality, only involving those who need to be involved and never promising a child that they will not tell anyone about a report of any form of abuse.
- be able to reassure victims that they are being taken seriously and that they will be supported and kept safe, without fear of feeling ashamed.
- be aware that children may not feel ready or know how to tell someone they are being abused and may not recognise their experiences as harmful.
- be aware of the signs and indicators of abuse and understand that children can be at risk of harm inside and outside of home, Live to Learn, school and online.
- All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events covered by one definition but in most cases are complex issues with many overlapping factors.
- be aware that technology is a significant component in safeguarding issues. Children are at risk online as well as face-to-face from abuse such as bullying,

harassment, misogynistic/misandryist messages and non-consensual sharing of images and pornography.

- be aware of local early help processes and understand their role in it.

2.2 Designated Safeguarding Lead(s) (DSL)

The DSL has lead responsibility for safeguarding and child protection including online safety.

The DSL (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns.

The DSL should:

- be the first point of contact for all safeguarding concerns and provide advice and support to other staff on child welfare.
- make sure all staff have access to and understand the child protection policy and procedure and are aware of how to raise safeguarding concerns.
- ensure all staff understand child abuse, neglect and exploitation.
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues, where necessary and appropriate.
- liaise with all staff on matters of safeguarding and welfare including online, and when deciding whether to make a referral by liaising with relevant agencies so that the child's needs are considered holistically.
- manage referrals:
 - of any child protection concerns to social care and to relevant agencies who can provide support to children and families and supporting staff to make referrals.
 - of any radicalisation concerns to the Channel Programme as required and supporting staff to make referrals.
 - to the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child as required
 - where a crime has been committed to the Police when required.
- consider whether children are at risk of abuse or exploitation in situations outside their families.
- act as point of contact for other schools and safeguarding partners and liaise closely with other services such as local authority children's social care.

- liaise with the Director to inform of issues especially ongoing section 47 enquiries and police investigations.
- liaise with the case manager and LADO as required for any child protection concerns which concern a member of staff.
- maintain accurate and secure child protection records.
- Ensures the Safeguarding and Child Protection Policy and Procedures are reviewed and updated regularly and at least annually and that the policy is available on the school's website.

2.3 Deputy Designated Safeguarding Lead (DDSL)

The deputy designated safeguarding lead is trained to the same standard as the DSL and formal training is updated at least every two years.

Any of the above activities of the DSL can be delegated to the DDSL. However, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility cannot be delegated.

2.4 Director

Directors should:

- ensure that the policies and procedures adopted by Live to Learn Education are fully implemented by all staff.
- ensure that staff understand and follow the school's Safeguarding and Child Protection policies and procedures.
- ensure that policies and procedures are clear and accessible to all staff, parents/carers and students and that they feel confident to report any concerns and be taken seriously.

2.5 Administrators

The administration team work with the Safeguarding team and directors to ensure that complete and accurate records are maintained and information is shared with appropriate agencies in a timely manner.

Administrators should:

- maintain contact details for each student, their parents/carers.
- hold at least two up-to-date emergency contact numbers for each student.
- maintain accurate registers for sessions .

- maintain the register with up to date enrolment information on each student.
- contact previous schools of new students to request safe transfer of any safeguarding files to the DSL.
- carry out pre-recruitment and maintain records of these checks.
- ensure that staff carry out required training and maintain a record of training completed.

3. Recognising Risks

3.1 Students at risk

Whilst all children should be protected, it is important that staff recognise that some groups of children are *potentially* at a greater risk of harm than others. These include:

- Children who need a social worker due to safeguarding or welfare needs. This information should be shared with Live to Learn before enrolment.
- Children with unusual extended periods and/or repeated occasions of absence
- Children requiring mental health support
- Looked after and previously looked after children
- Children with SEND or health issues
- LGBTQ+ students

2.2 Types of abuse

Abuse is 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.

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. They may be abused by an adult or adults or by another child or children.

Physical abuse

Physical abuse is 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 (Factitious Disorder Imposed on Another, FDIA)

Emotional Abuse

Emotional abuse is 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.

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 the child is aware of what is happening or not.

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.

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 occur during pregnancy, for example, 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, shelter; protect a child from physical and emotional harm or danger; ensure adequate supervision; or ensure access to appropriate medical care or treatment.

3.3 Specific Safeguarding Concerns

Adverse Childhood Experiences (ACEs)

This describes a broad range of adverse childhood experiences. These can be stressful or traumatic events that children and young people may be exposed to.

ACEs range from experiences that directly harm a child, such as physical, verbal, or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment.

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

Child-on-child abuse

All staff should be aware that children can abuse other children and that it can happen both inside and outside of Live to Learn and online.

All staff should understand that even if there are no reports of child-on-child abuse at Live to Learn, it does not necessarily mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding child-on-child abuse, they should speak to the DSL (or deputy).

All staff must understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter” or “just having a laugh” can lead to a culture of unacceptable behaviours, and risk normalising them.

Examples of child-on-child abuse includes, but is not limited to:

- Bullying
- Abuse in intimate relationships between children
- Physical abuse (e.g. punching, hitting, scratching)
- Sexual harassment and violence (including sexual comments, jokes and online harassment)
- Consensual and non-consensual creation and sharing of nude and semi-nude photos or videos
- Upskirting

Children Missing from Education (CME)

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

As many of Live to Learn’s students are Electively Home Educated, all staff will be aware that this is not in itself a safeguarding concern. However, the sudden withdrawal of a student from education without a known educator to move to, could be an indicator of a risk as they will be less visible to safeguarding services.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a 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.

Exploitation

Child Criminal Exploitation (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.

Child Sexual Exploitation (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 non-penetrative 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.

Honour-based abuse

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.

Mental Health

Over the past two decades, rates of non-suicidal self-harm have increased across the population, with the highest rise in the younger population (particularly young women – 25% of young women and 10% of young men)

Self-harm has a strong relationship to suicide. While most young people who self-harm will not go on to take their own life, reducing rates of self-harm is important for suicide prevention.

Often, people thinking about suicide will have experienced a stressful event associated with a feeling of loss. Events and experiences have different meanings and a different significance to each person – some people may feel able to cope whilst others may feel suicidal.

The misuse of alcohol and drugs can have a range of effects on mental health, which needs to be recognised. In order to manage risks there must be strong boundaries set by all staff, who are able to have open and non-judgemental discussions with students in order to be able to identify high risk behaviours.

Serious Violence

All staff should be aware of the indicators which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence, 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 may be at risk of criminal exploitation.

4. Handling Concerns

4.1 What staff should do if they have concerns about a child

- Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff should always act in the best interests of the child immediately.
- Staff should follow the following referral process and speak to the DSL or deputy for advice. In the rare circumstance that the DSL or deputy are not available staff should consider seeking advice from the local authority children's social care and inform the DSL as soon as possible afterwards.
- Staff should not assume that a colleague or other professional will take action.
- Early information sharing is vital in the effective identification, assessment and allocation of appropriate service provision.
- GDPR does not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about GDPR must not be allowed to get in the way of the need to safeguard children.

4.2 Hearing disclosures

All staff should know what to do if a child tells them s/he is being abused or neglected.

Staff should know how to manage the requirement to maintain an appropriate level of confidentiality while never promising a child that they will not tell anyone about what they have disclosed.

All staff 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.

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- *Listen carefully to what they're saying* - try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.
- *Give them the tools to talk* - if they're struggling to talk to you, use **open ended questions** and simple prompts to help them share what's happening and how they're feeling.

- *Let them know they've done the right thing by telling you*
- *Tell them it's not their fault*
- *Say you'll take them seriously*
- *Don't confront the alleged abuser*
- *Explain what you'll do next - for younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.*
- *Report what the child has told you as soon as possible*

4.3 Recording disclosures

Disclosures and reports should be made as soon as possible after staff have been made aware, and at least within 24 hours. This ensures that as much detail as possible is remembered and recorded.

Disclosures should be made via The SHARP System, and any images (e.g. body maps) sent via email to the DSL or deputy.

On the SHARP System reporting page, include the following information under each heading:

- *Name* – this is the name of the **child** the disclosure concerns
- *Tutor* – this is the name of the **staff member** making the report, and will be treated as a signature
- *Telephone number* – this is optional
- *Email address* – this is **compulsory for staff members**
- *How can I help?* – this is for selecting the category of disclosure that is being made
- *Message* – the disclosure should:
 - Include as much information as possible
 - Include the time, date and place the incident took place
 - Not include excessive descriptive language or any opinions
 - Be written in bullet points
 - Be written in 3rd person

4.4 Safeguarding concerns or allegations against staff

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff to abuse students.

This section outlines the procedure for handling safeguarding concerns and allegations of abuse made about a tutor or another member of staff.

Concerns about staff members are categorised into two types. Those that **may** meet the threshold of harm and those that **do not** meet the threshold, commonly referred to as low-level concerns.

Allegations that may meet the harm threshold

An allegation which meets the harm threshold is where it is alleged that a member of staff, visiting professional or volunteer has carried out at least one of the following actions:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicated they may pose a risk of harm to children
- Behaved in a way that indicates they may not be suitable to work with children including behaviour that has taken place outside of the school and is therefore a transferable risk.

Allegations that do not meet the harm threshold (low-level concerns)

A low-level concern is not insignificant, it is still a concern no matter how small. It may be nothing more than a sense of unease or nagging doubt.

Examples of things that constitute low-level concerns include:

- Inappropriate behaviour outside of work, but that does not meet the harm threshold
- Being overly friendly with young people
- Having favourite students or showing favouritism
- Taking photographs of young people in contradiction to permissions obtained from parents/carers
- Engaging with a young person on a one-to-one basis in a secluded area or behind a closed door
- Humiliating or belittling students
- Shouting at students or otherwise using oppressive forms of behaviour management

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, through to that which is ultimately intended to enable abuse.

It should be highlighted that some behaviour may be appropriate in certain circumstances, for example a 1:1 session may be carried out with a door closed if there is excessive noise in other parts of the building. However, this could be considered a concern if the child or other adults felt uncomfortable.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively

should also protect those working in the school from becoming the subject of potential false low-level concerns or misunderstandings.

4.5 Recording allegations against staff

Any allegation of abuse of a student by a member of staff must be reported to the Director, Kelly Taylor. Should the initial allegation first be made to any other member of staff then that member of staff must ensure that it is raised with the Director immediately either by the complainant or themselves. Should the allegation relate to the Director then the case must be brought to the DSL directly.

In most cases the Director would then delegate the allegation to the DSL for investigation who will report back to the Director on the case.

The staff member with responsibility for handling the investigation and liaising with the LADO is referred to as the case manager.

All concerns that meet the harm threshold must be referred by Live to Learn to the Local Authority Designated Officer (LADO) within **one working day** of the concern coming to attention.

A referral **must** be made to local authority children's social care (MASH) or police as appropriate immediately. This would usually be done by the DSL but can be done by any member of staff.

The Duty LADO will give advice on how to proceed and/or recommend an allegations management strategy meeting for further investigation, which will include police consultation. The case manager should not investigate the allegation at this stage.

Following the initial consideration, there will be one of two outcomes:

No further action

Where the initial discussion leads to no further action, the case manager and the LADO will:

Record the decision and justification for it.

Agree on what information should be put in writing to the individual concerned and by whom.

Further enquiries

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide Live to Learn with advice when considering allegations. The LADO's role is not to investigate allegations but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority children's social care, the school or a combination of these. In straightforward cases the investigation will be undertaken by the DSL or headteacher.

5. Safeguarding in Education

5.1 Teaching safeguarding

Live to Learn recognises that a crucial part of keeping children safe is in preventative education, equipping young people with the knowledge and skills to navigate the modern world safely. Safeguarding education is integrated into the culture at Live to Learn, including academic and non-academic lessons as well as in interactions between sessions.

All laptops at Live to Learn are equipped with anti-virus and anti-malware software, and all staff should be aware of how to respond to any concerns that may arise.

Students attending Live to Learn are permitted to use their own phones and devices, but do not have access to the wi-fi password on the premises.

5.2 Online safety

The use of technology has become a significant component of many safeguarding issues. An effective approach to online safety empowers a setting to protect the whole community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of incidents classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful material. For example:

- pornography,
- fake news,
- racism,
- misogyny,
- self-harm,
- suicide,
- anti-Semitism,
- radicalisation,
- extremism
- misinformation
- disinformation
- conspiracy theories

Contact: being subjected to harmful online interaction with other users. For example:

- peer to peer pressure,
- commercial advertising

- adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm. For example:

- making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography),
- sharing other explicit images
- online bullying.

Commerce: risks such as:

- online gambling,
- inappropriate advertising,
- phishing
- financial scams.

5.3 Useful links regarding online safety

Anti-Phishing Working Group

For advice and to report if a student is at risk of phishing scams

<https://education.apwg.org/>

UKIS

For advice on the sharing of nude and semi-nude images

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

Internet Watch Foundation

For up-to-date information about online safety concerning children

<https://www.iwf.org.uk/>

Parent Guide

Information for parents about how to discuss online safety topics

https://assets.childrenscommissioner.gov.uk/wpuploads/2021/12/cco_talking_to_your_child_about_online_sexual_harassment_a_guide_for_parents_dec_2021.pdf

6. Annex A.

6.1 Safeguarding reporting form

The following pages contain the safeguarding reporting form and body map.

The manual form should only be used in the following situations:

- In the event that the SHARP System is unavailable
- If the disclosure requires the use of a body map or other images and therefore needs to be sent via email

The green sections of the form must be completed by the member of staff before being sent to the DSL.

Recording Form for Safeguarding Concerns



Tutors and volunteers are required to complete this form and pass it to Zac Winterbourne (DSL) if they have a safeguarding concern about a child registered with Live to Learn Education.

| Full name of child | Date of Birth | Your name |
|---|---------------|-----------|
| | | |
| Nature of concern/disclosure | | |
| | | |
| Who are you referring this to? Name: Position: | | |
| Your signature: Time form completed: Date: | | |

Time form received by DSL:

Action taken by DSL:

Referred to:

| | | | | |
|---------------|------|--------|------|-------|
| Early service | MASH | Police | LADO | CAMHS |
|---------------|------|--------|------|-------|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Date: _____ **Time:** _____

Parents informed? Yes / No (If No, state reason)

Feedback given to:

| | | | |
|----------------|-------|-------|--------------------------------|
| Parents/carers | Tutor | Child | Person who recorded disclosure |
|----------------|-------|-------|--------------------------------|

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

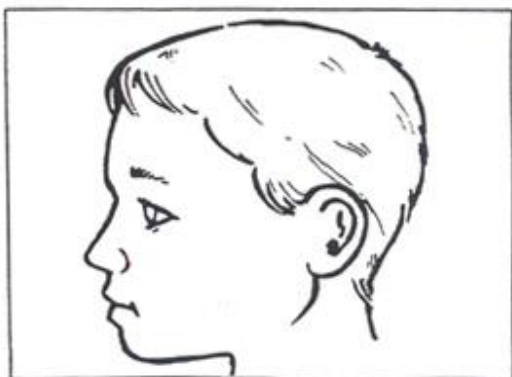
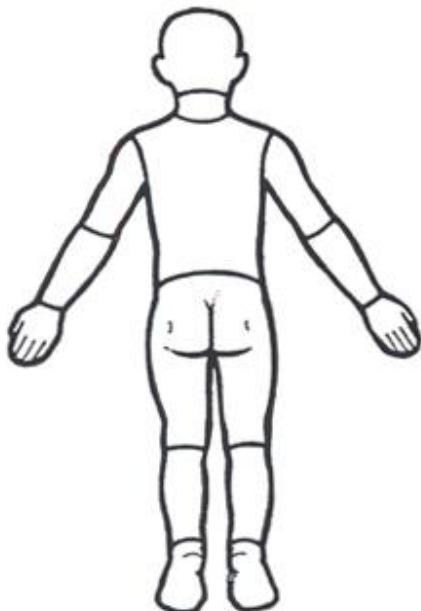
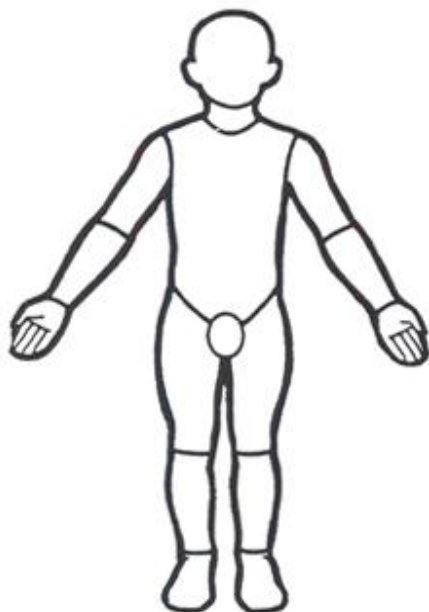
Further Action Agreed:

Full name:

DSL Signature:

Date:

Older Child



Indicate clearly where the injury was seen and attach this to the Recording Form