



Safeguarding Policy

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	Signed: Vanessa Brooks Emily Neale
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Safeguarding Policy

Introduction

The Hub Educational Services is committed to ensuring good practices are in place and followed to safeguard children, young people and vulnerable adults with whom we come into contact. Safeguarding is the responsibility of everyone and this is a culture that we foster within the provision. We ensure that it is high profile and discussed regularly with an 'it could happen here' assumption.

We take seriously the statutory guidance issued by the DfE, Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children and have ensured our procedures meet the current versions of these standards. This includes ensuring the following safeguarding systems are explained to all staff during induction: • Safeguarding Policy and KCSIE: Part 1 (current version)

- Behaviour Policy
- Workers Code of Conduct
- Safeguarding response to children who go missing from education • Role of designated safeguarding lead (and deputies).

In line with statutory guidance in KCSIE, trustees will ensure that all workers read Part 1 of the updated guidance, making it available electronically, to enable ease of access to hyperlinks.

We expect everyone in our provision, including employees, workers, contractors, students, invitees, and visitors to be treated and to treat each other with dignity and respect. Misogyny, harassment, sexism, sexual violence against women, and domestic abuse have no place in our society, and we have a zero-tolerance. Zero tolerance means that: (i) we will take action and; (ii) the action will be proportionate to the circumstances of the case. Action could include disciplinary action and could result in dismissal from the provision.

We are fully supportive of the work of the Local Safeguarding Partnership where our Centres are based and our young people reside and, where required, have passed a copy of the policy to them and other organisations, including funding bodies.

What we do

The Hub Educational Services is a CIC set up to provide alternative education solutions for young people on the margins of mainstream. We currently offer small group and one-to-one work aimed at equipping young people to manage their emotions effectively, boosting self-confidence and self-esteem and developing life skills, alongside supporting with and filling gaps in English and Maths. We seek to facilitate effective and long-lasting reintegration to mainstream education wherever possible.

Our programmes are based in Hathern and Shepshed, in our centres operated by qualified teachers and are staffed by fully checked and trained staff. Some outreach work takes place in the local community (see transporting learners policy). All young people who we work with will be vulnerable, and it is likely many will be involved in

risk-taking behaviours. We are conscious that though our contact with the families of our students, workers may also come into contact with vulnerable adults in their work.

Assessment of risk and clear working practices are in place for all aspects of our work, including one-to-one work, lone working, home visits and use of shared buildings and our staff and volunteers are prepared through initial training, then through ongoing support, supervision and professional development.

Our commitment

At The Hub Educational Services, we recognise the need to provide a safe and caring environment for children, young people and vulnerable adults. We acknowledge they can be the victims of physical, sexual and emotional abuse and neglect. We accept the UN Universal Declaration of Human Rights and the International Covenant of Human Rights, which states that everyone is entitled to “all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

We also concur with the Convention on the Rights of the Child, which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child.”

As an organisation, The Hub Educational Services have therefore adopted the procedures set out in this safeguarding policy in accordance with statutory guidance. We are committed to building constructive links with statutory and voluntary agencies involved in safeguarding.

The Hub Educational Services is committed to:

- Endorsing and following all national and local safeguarding legislation and procedures, in addition to the international conventions outlined above.
- Providing ongoing safeguarding training for all its workers, including volunteers and regularly reviewing our safeguarding procedure.
- Supporting the designated safeguarding leads in their work and in any actions they may need to take in order to protect children and vulnerable adults.

Types of abuse

Keeping Children Safe in Education (DfE, 2024) defines abuse as a form of maltreatment of a child.

“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.”¹

The four main types of abuse referred to in Keeping Children Safe in Education are: •

Physical

- Emotional
- Sexual
- Neglect

Our provision is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help, or protection.

The identification of indicators of abuse, neglect, and exploitation is crucial for safeguarding children and young people. According to the statutory guidance "Keeping Children Safe in Education" (KCSIE) 2014, various signs can be indicative of such harm.

Physical abuse may manifest through unexplained injuries or a reluctance to engage in physical activities. Emotional abuse often presents as an extreme withdrawal, low self-esteem, or an excessive fear of making mistakes. Signs of sexual abuse can include changes in behaviour or inappropriate sexual knowledge for a child's age.

Neglect can be indicated by frequent absence from school, poor hygiene, or malnourishment. Additionally, children may show signs of anxiety, depression, or unexplained changes in mood or behaviour.

Exploitation, including child sexual exploitation or radicalisation, might be suggested by a child associating with inappropriate peer groups or exhibiting sudden changes in friendships and relationships.

Educators must be vigilant in recognising these indicators and ensuring prompt reporting to designated safeguarding leads to protect children's welfare effectively. The adherence to KCSIE guidelines underpins the responsibility of educational institutions in safeguarding children against such adversities.

Abuse, neglect, and exploitation manifest in various forms, with specific indicators pertinent to different groups within society. Individuals from protected groups, such as LGBTQ+ individuals, asylum seekers, disabled persons, and refugees, face unique threats that warrant attention.

For LGBTQ+ individuals, indicators may include social isolation, increased anxiety, and signs of self-harm or suicidal ideation, often stemming from discrimination or familial rejection. Asylum seekers are particularly vulnerable to exploitation due to their precarious legal status, leading to indicators such as fear of authority, signs of trauma, or exploitation in workplaces lacking protections.

Disabled individuals may exhibit signs of neglect through consistent underachievement in educational settings or unmet medical needs. Additionally, physical indicators such as unexplained injuries or a lack of general care can signal abuse. Refugees, confronted with displacement and cultural adjustment challenges, may display withdrawal, anxiety, or signs of neglect, stemming from a lack of adequate support systems.

It is essential to recognise these indicators to effectively safeguard the well-being of these vulnerable groups. Interventions must be culturally competent and sensitive,

addressing the specific nuances of their experiences to mitigate the risks of abuse, neglect, and exploitation.

Safeguarding incidents and/or behaviours can be associated with factors outside the Centre and/or can occur between children outside the Centre. All workers, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. All concerns on this nature will be reported to the relevant departments, and a risk assessment will follow this to safeguard students and staff members.

Specific safeguarding issues

National safeguarding issues

Part 1 and Annex B of DfE guidance, Keeping Children Safe in Education (2024) contains important information about known specific forms of abuse and safeguarding issues that are nation-wide. Trustees and workers (staff and volunteers) should read this guidance and use the links to obtain further information and help gain the relevant skills and knowledge to safeguard our children. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on these and other specific safeguarding issues.

Local safeguarding issues

Some safeguarding issues are known to be particularly prevalent in particular areas of the country. Centre-based designated safeguarding leads will be aware of local issues through connecting with local networks and safeguarding partnerships and through analysis of Centre data.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim

needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in DfE KCSIE Part 1 and KCSIE Annex B.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

If any worker discovers that FGM appears to have been carried out on a girl under the age of 18 (either through disclosure or visual evidence – although it will be rare for workers to see visual evidence as they should NOT be examining students), they must personally report this to the police, in addition to discussing the case with their DSL and involving children’s social care. The duty does not apply in relation to girls over the age of 18 or to ‘at risk’ or suspected cases, in which workers should follow local safeguarding procedures.

FGM is an example of so-called ‘Honour-based abuse’, along with Forced Marriage. It is likely that a mandatory reporting duty will be implemented on Forced Marriage, mirroring the duty already in place to report known cases of FGM.

Mental Health

All workers should also 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. Workers, 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.

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

If workers have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this safeguarding policy and speaking to the designated safeguarding lead or a deputy. KCSIE Part 1 provides links to further information and advice on mental health support for children.

Child on child abuse

Child on child abuse can happen both inside and outside of the Centre and online. It is important that all workers recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Even if there are no reports in their Centre it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if workers have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

Child on child abuse can manifest itself in many ways. This may include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, rape or sexual assault (this may include an online element);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual
- harassment, which maybe stand alone 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);
- upskirting, 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;
- 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).

Abuse of this kind should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We do not tolerate any harmful behaviour in our provision and will take swift action to intervene where this occurs. We use lessons to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. that it is more likely that girls will be victims and boys, perpetrators).

Any incidents of child-on-child abuse will be investigated and dealt with in line with our Behaviour Policy, which outlines the actions that may be taken in response to such behaviour. All incidents of child on child abuse should also be recorded and dealt with as safeguarding concerns for the victim and perpetrator and any other

child affected ensuring that all individuals (victims, perpetrators and any other children affected) receive the support they need in addressing the issue.

Sexual violence and sexual harassment between peers

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and workers are supported and protected as appropriate.

Serious Violence

Workers 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 from school, 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.

Workers 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 from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice is provided by the Home Office – links listed in KCSIE: Part 1.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of The Hub's AP's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific

needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, workers should be alert to changes in children's behaviour which could indicate that they may be in need of help, or protection. The Hub AP workers should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Contact details for the local Channel scheme can be found in Appendix A.

From 1 July 2015, schools have been subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Hub AP uses the revised Prevent Guidance along with DfE advice for schools⁵ to inform procedures to ensure the requirements are met in each of the four general themes (risk assessment, working in partnership, staff training and IT policies).

Groups of students particularly at risk

All students attending The Hub Educational Services can be described as vulnerable, due to a range of factors that have contributed to, or come about as a result of them struggling in mainstream schools. Because of this, workers must be particularly vigilant in recognising and responding to potential indicators of abuse in all students. Workers should exercise professional curiosity whenever there are changes in behaviour or circumstances come to light that, although innocent in appearance, could be indicators of safeguarding issues below the surface. All concerns, however small or unsubstantiated, should be logged.

Children with special educational needs and disabilities

In addition, we understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. 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 child's disability, without further exploration.
- Children with SEND and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs.
- Communication barriers and difficulties in overcoming these barriers.

Children requiring mental health support

The Hub Educational Services has an important role to play in supporting the mental health and wellbeing of their pupils. 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. Trauma informed training is in place to help all workers recognise and respond to children in need of extra mental health support, including referring to external agencies accessed at The Hub.

Children who need a social worker (Child in Need and Child Protection Plans)
Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Referring Alternative Provisions should always share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare and support.

Looked After children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. It is vital that workers have the information they need in relation to a child'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 should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children missing from education

The Hub Educational Services recognises that a child missing education is a potential indicator of abuse or neglect and will follow procedures for unauthorised absence and for children missing education including reporting the absence to the referring school or agency. The Hub's Absconders and children missing from education, home or care Policy gives further details of the procedures and duties for dealing with this issue.

Children with protected characteristics such as LGBTQ+ and/or disability

The Hub Educational Services recognise that a child who has a protected characteristic may be more at risk of harm and will take positive action to deal with the disadvantages these pupils face.

Children that are experiencing homelessness and/or are Asylum seekers/refugees

The Hub Educational Services CIC recognize that a child who is experiencing homelessness and/or is an asylum seeker including those in temporary accommodation will be more at risk of harm and we will take positive actions to deal with the disadvantages that these pupils face.

Our approach to safeguarding

Training

The Hub Educational Services are committed to initial and ongoing safeguarding training and development opportunities for all workers, developing a culture of awareness that helps protect everyone.

All our workers will receive induction training that includes details of our safeguarding policy and procedures along with completing a recognised safeguarding awareness course that they will refresh every 3 years with a yearly update training. Where workers have completed an appropriate course for another organisation, evidence of certification will be accepted. In addition to this training, there will be more regular updates via email and access to relevant additional courses and information on at least an annual basis. All staff in paid roles working face-to-face with young people will complete PREVENT, FGM and Online Safety training. The designated safeguarding lead will ensure workers are aware of the early help process and the part they play in it.

All incidents that relate to safeguarding are recorded by staff members on the CPOMMS app which triggers an alert to the Directors to deal with the concern. The Directors will then inform the reporting DSL that they have dealt with the concern. If it is a reportable offense, The Directors will be responsible for this report. In the case of the reporting DSL not being able to reach directors, they will make the report to the police or other agency and record on to CPOMMS. All DSL's will have a copy of this process and the steps needed to be taken which they will follow to avoid confusion. The DSL will always return to the person making the report and tell them that it has been followed up and staff are encouraged to check in with the DSL to ensure that the report has been actioned.

In addition, the designated safeguarding lead, will complete Level 3 Designated Safeguarding Lead training every two years.

The Safeguarding Lead for The Hub Educational Services will be DSL trained and in addition, undertake additional training to enable them to fulfil their lead responsibility. All DSSL's will have at least termly training sessions where they will discuss processes and procedures and look at case studies. This will enable them to feel confident in their role and support each other in the Alternative provision.

Prevention – Safer recruitment

At least 1 director has undertaken Safer Recruitment training (Vanessa Brooks), which is refreshed every 5 years.

Our recruitment practices follow statutory requirements as set out in DfE guidance, Keeping Children Safe in Education. Directors all ensure that all workers (including volunteers) have been recruited and appropriately checked taking account of this guidance.

The recruitment process includes:

- All recruitment materials include reference to The Hub's commitment to safeguarding and promoting the welfare of pupils.
- Written job descriptions/person specifications for the post
- Application form, which is scrutinised carefully and includes safeguarding statements
- Shortlisting and self-declarations requested from shortlisted candidates
- Scrutiny of employment history, including gaps
- Suitable references taken including questions to confirm suitability to work with children
- Two-stage interview process that includes safeguarding and suitability questioning and observations of teaching and/or interaction with pupils ● Pre-appointment checks, including:
 - ID
 - Enhanced DBS (including children's barred list information for those who will be engaging in regulated activity with children)
 - Physical and mental fitness for the role ○ Right to work in the UK
 - Overseas checks (where the person has lived or worked outside the UK) ○ Verifying professional qualifications (where appropriate) ○ Prohibition from teaching
- A suitable induction programme is provided for the successful applicant, which includes safeguarding policy and processes and signing of the staff code of conduct.
- The successful applicant is required to complete a probationary period.

Agency and third-party staff

The Hub Educational Services will obtain written notification from any agency or third party, that they have carried out the same checks as we would perform for our own workers, in respect of any adults working at The Hub that are employed by them.

Single Central Register

The Hub maintains a Single Central Register (SCR) detailing suitability checks (pre-recruitment and ongoing) on all workers and any other adults who may regularly come into unsupervised contact with young people in the centre.

Management of workers – Code of conduct

Workers are required to demonstrate high standards in their exercise of authority, management of risk, the proper use of resources and in the active protection of children and young people from discrimination and avoidable harm. All workers are required to adhere to The Hubs Worker's Code of Conduct, which has been drawn up to assist staff in maintaining entirely proper and professional relationships with young people. It attempts to provide a clear and unambiguous picture of the boundaries associated with worker roles and the use of power and authority. As well as protecting the children and young people we come into contact with, the code of conduct will help workers avoid situations that might lead to allegations against them. In the event of an allegation against a staff member then Vanessa Brooks or Lorraine Bunney will be informed and follow procedures to ensure the safety of the students and the wellbeing of the staff member until the allegation is properly investigated. If the allegation is against either of these Directors then Emily Neale will investigate using the same procedures.

The code of conduct applies in a context where any of the following are true:

- a child or young person is currently placed at The Hub Educational services AP;
- a child or young person was formerly placed at The Hub Educational Services AP and is still under the age of 19;

Process for allegations against a staff member:

There has been a change in how to contact Leicestershire LADO. Information cannot be shared over the phone. All initial contact with LADO must be completed in writing. This allows LADO to review the information and respond based on the needs of the case.

Forms referred to below

Referral/Contact process:

Contact us form: this is a venue or advice request. This short form allows you to share information with LADO without providing the adults details. This form is used to:

seek advice on if a matter met threshold
request information for venue advice
and consultation to report general
information for all initial contacts

Once completed, return your form marked 'For the Attention of the LADO' via secure email to: CFS-LADO@leics.gov.uk

Allegations Referral form: This is required when you are completing a formal referral about a named adult(s). When you make a referral it's important to consider the four LADO criteria below. If you believe the person is already known to LADO and/or Leicestershire County Council, then this form may be appropriate.

When to refer:

You should make a referral or contact Leicestershire LADO if there is reasonable cause to believe that a person who works with or has responsibility for children, in connection with his/her employment or voluntary activity, has:

Behaved in a way that has harmed, or may have harmed, a child
Possibly committed a criminal offence against, or related to, a child; or Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
Behaved or may have behaved in a way that indicates they may be unsuitable to work with children (KCIS Guidance 2024)

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Contacts and Referrals should not be delayed while obtaining further information

Once completed, return your form marked 'For the Attention of the LADO' via secure email to: CFS-LADO@leics.gov.uk

The Procedures:

The procedures for dealing with allegations need to be applied with common sense and judgment. Many cases may well either not meet the criteria set out or may do so without warranting consideration by LADO.

The procedures for employers, police and social care are below:

https://lrs.cb.proceduresonline.com/p_alleg_staff.html?zoom_highlight=allegations+against+staff

Responding to disclosures and concerns

All workers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to the early identification of abuse and neglect and specific safeguarding issues, such as child criminal exploitation and child sexual exploitation, so that workers are able to identify cases of children who may be in need of help, or protection.

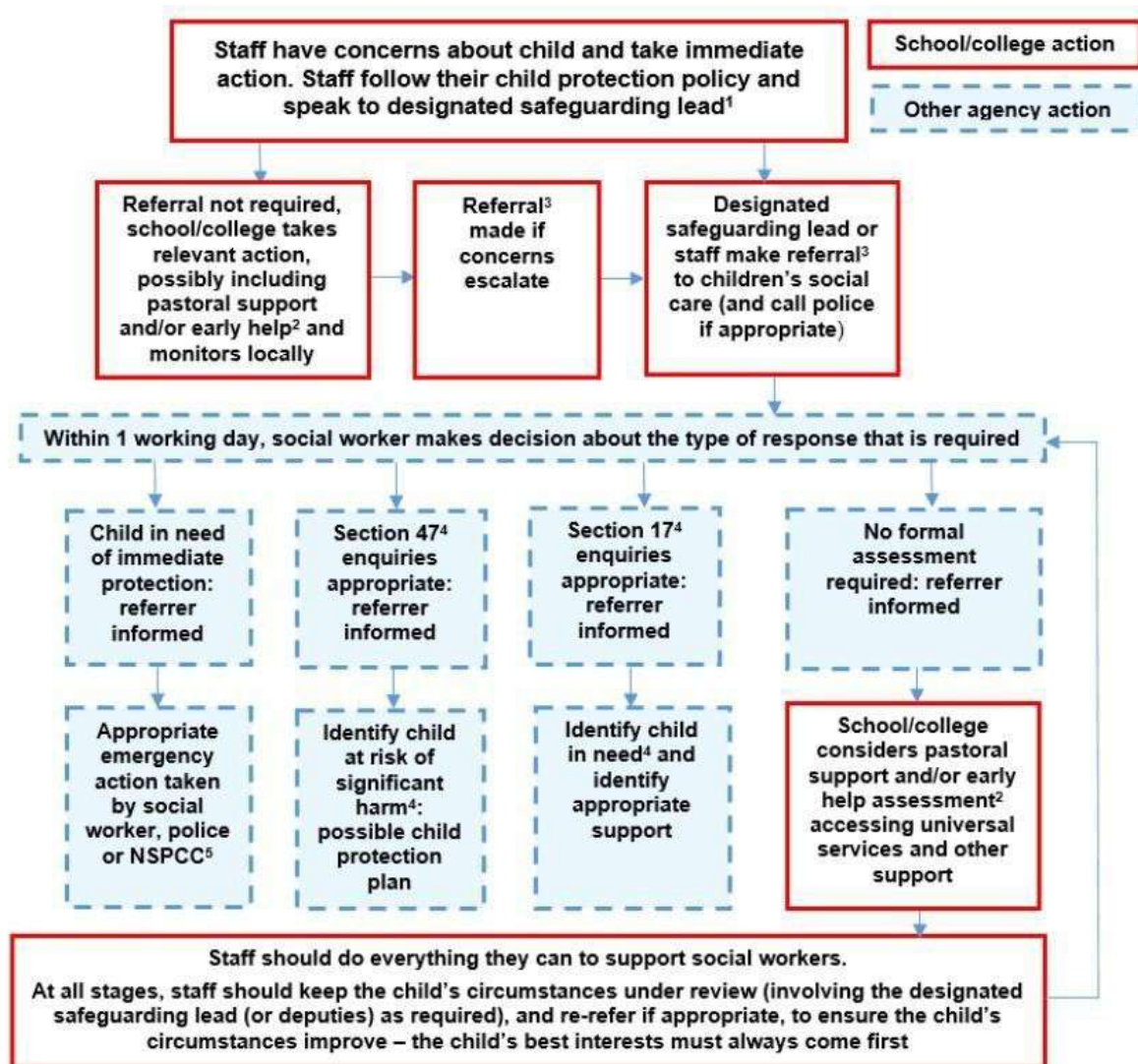
Workers at The Hub Educational services deliberately take time to observe and get to know our students. We develop trust and build relationships creating an environment where students know they can talk to workers about any concerns they have.

Workers are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, workers should always act in the best interests of the child.

When worrying changes are observed in a child's behaviour, physical condition or appearance; or a child tells a worker about possible abuse, workers will:

- Initially talk to the child/young person about what they are observing.
- Ask open questions, for example, "I've noticed that you don't appear yourself today
- is everything okay?", but never use leading questions.
- Listen carefully to what the young person has to say and take it seriously.
- Never investigate or take sole responsibility for a situation where a child/young
Always explain to children and young people that any information they have given will be handled with an appropriate level of confidentiality but will have to be shared with certain other professionals.
- Reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Actions where there are concerns about a child



For all safeguarding disclosures or concerns, workers must speak to the centre-based DSL or their deputy if the DSL is not available (contact details in Appendix A).

If the child is in immediate danger or risk of harm, a referral **MUST** be made to children's social care and where appropriate, to the police, **IMMEDIATELY**.

If the child is not in immediate danger or risk of harm, staff can: Seek advice from the centre-based DSL, deputy, or safeguarding lead (contact details in Appendix A).

- Refer to local thresholds for referrals and early help, provided by the local safeguarding partnership. Thresholds from local safeguarding partnerships can be found on their websites (local links in Appendix A).
- Contact the local service desk to obtain advice (contact numbers in Appendix A).

Local procedures for making referrals to Children's Social Care can be found on the local safeguarding partnerships websites (local links in Appendix A). Workers should provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

All concerns and disclosures must be recorded.

The child's wishes

Where there is a safeguarding concern, workers should ensure the child's wishes and feelings are taken into account, when determining what action to take and what services to provide. Pupils must be given opportunities to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

Early Help

Any child may benefit from early help, but The Hub workers should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, 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 member 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 'honour'-based abuse such as Female Genital Mutilation or Forced marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.
- is seeing/hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships

If early help is appropriate the DSL should liaise with other agencies and set up an inter-agency assessments, as appropriate. The case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Recording, reporting and managing confidential information

The person who receives an allegation or disclosure, or has a concern, should complete an Incident form. All concerns, discussions, decisions, follow-up, actions

and outcomes, including the reasons for those decisions and actions taken should be recorded in full, including full names, dates, times and locations. If in doubt about recording requirements workers should discuss with the designated safeguarding lead.

If a referral has been made to children's social care, workers should note down the name and contact number of the social worker receiving the referral. Copies of the referral documents should be uploaded to the Incident form.

Any other or subsequent documents relating to the concern should also be uploaded in order that all documentation relating to that incident are kept securely and electronically in the same place. Any paper-based documentation should be scanned, uploaded and then filed.

Review dates

If the issue is un-resolved, or there are incomplete actions relating to a concern, a review date should be set which reflects the shortest timescale within which progress against the case/actions can be further evaluated and recorded or updated.

Updating the Incident form

Workers should update the initial Incident form to reflect all further information that comes to light or actions taken in relation to the initial concern raised. When viewing an incident, the most recent version of what has been logged, whilst maintaining a version history of all previous entries made, so as not to overwrite any information that later may be required in an investigation or in court.

Notifications to DSL

Whenever a form is first submitted or updated, the staff submitting the form will send an email notification to all those with DSL responsibility for the centre where the concern has been raised.

Logging subsequent concerns

Once an incident has been marked as 'complete', if a subsequent incident with either a similar or different nature comes to light, a new Incident form should be used to log that incident. Electronic files will display all incidents relating to one child alongside each other, in order that workers can easily spot and respond to any emerging patterns.

What is private fostering?

Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Private fostering You have a responsibility to notify Children's Services if you become aware of any private fostering arrangements arrangements can be hard to identify – don't be afraid to be curious.

Managing confidentiality

The Hub is committed to managing confidential information safely. We recognise that all children and young people have a right to confidentiality. Specific information relating to safeguarding concerns will only be shared with other workers on a 'need to know' basis. Unless specified by the worker recording the concern (e.g. in the case of an allegation being made against a worker to whom records would normally be visible to), the details of any incidents are only visible to the worker who recorded the concern, DSLs within the Centre and The Hub's safeguarding lead.

Safeguarding concerns or allegations of abuse made against workers

These procedures should be used in respect of all cases where there is a safeguarding concern or in which it is alleged that a worker has:

- 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 indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

These procedures relate to current workers regardless of whether The Hub is where the alleged abuse took place. Allegations against former workers should be referred to the police.

Workers are encouraged to share with their manager any low-level concerns they have about another worker in the centre. This includes where the individual's conduct:

- is inconsistent with the workers code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold (set out in bullet points above) or is otherwise not considered serious enough to consider a referral to the LADO.

This will allow managers to address any unprofessional behaviour and support the individual to correct it at an early stage.

Workers can also raise concerns about poor or unsafe practice and potential failures in the safeguarding regime. These concerns should be raised in the first instance with the worker's manager or if appropriate, The Hub safeguarding lead. The Hub's Whistleblowing Policy outlines the procedures that should take place where such concerns exist.

Contacting and Referring to Leicestershire County Council LADO

There has been a change in how to contact Leicestershire LADO. Information cannot be shared over the phone.

All initial contact with LADO must be completed in writing. This allows LADO to review the information and respond based on the needs of the case.

Contact us form:

This is a venue or advice request. This short form allows you to share information with LADO without providing the adult's details. This form is used to:

seek advice on if a matter met
threshold request information for venue
advice and consultation to report
general information for all initial
contacts

Please note that without the requested information, LADO will be unable to progress your request.

Once completed, return your form marked 'For the Attention of the LADO' via secure email to: CFS-LADO@leics.gov.uk

Allegations Referral form:

This is required when you are completing a formal referral about a named adult(s). When you make a referral it's important to consider the four LADO criteria below. If you believe the person is already known to LADO and/or Leicestershire County Council, then this form maybe appropriate.

When to refer:

You should make a referral or contact Leicestershire LADO if there is reasonable cause to believe that a person who works with or has responsibility for children, in connection with his/her employment or voluntary activity, has:

Behaved in a way that has harmed, or may have harmed, a child
Possibly committed a criminal offence against, or related to, a child; or
Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
Behaved or may have behaved in a way that indicates they may be unsuitable to work with children (KCIS Guidance 2024)

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Contacts and referrals should not be delayed while obtaining further information

Once completed, please return your form marked 'For the Attention of the LADO' via secure email to: CFS-LADO@leics.gov.uk

The Procedures:

The procedures for dealing with allegations need to be applied with common sense and judgment.

Many cases may well either not meet the criteria set out or may do so without warranting consideration by LADO.

Confidentiality

It is extremely important that when an allegation is made, The Hub makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Ways young people can report concerns about workers

Young people can report concerns directly to a member of staff in the Centre. If they are not comfortable doing that (e.g. if their concern is about the DSL in the Centre) they can:

- Contact the Deputy DSL or the LADO
- Contact The Hub Safeguarding Lead

Receiving an allegation from a Child

A worker who receives an allegation about another worker from a child should follow the guidelines in the section above - Responding to disclosures and concerns.

In addition, the following should also take place:

- The worker must ensure that the child is safe and away from the person against whom the allegation is made.
- The allegation is then to be reported immediately to the DSL, who will follow the safeguarding policy. If the DSL is the person against whom the allegation is made, the worker should report the case directly to the Deputy DSL.
- The case manager will immediately contact the Local Authority Designated Officer (LADO) who will advise and agree a course of action from there. In the event of an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may want to involve the police.
- Using an incident form, the individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The case manager can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social care.

The use of reasonable force

The Hub choose not to physically restrain or intervene with pupils except in the most exceptional circumstances. Examples of such circumstances would be when a child was in danger of hurting themselves or others.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The Law regarding the use of reasonable force This policy was written using

Department for Education 'Use of Reasonable Force, Advice for head teachers, staff and governing bodies. July 2013'

This policy relates to the Education Act 1996 and Education and Inspections act 2006. What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of staff have a legal power to use reasonable force. This power applies to any member of staff at The Hub.

Working in partnership

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Educational establishments have clear powers to share, hold and use information for these purposes. Workers should follow local processes and use local referral forms when making referrals or reports to Children's Services, Channel, the Police and other agencies.

Multi agency

The Hub workers have a pivotal role to play in multi-agency safeguarding arrangements. Workers should contribute fully to multi-agency working in line with statutory guidance Working Together to Safeguard Children. All workers should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

The Local Safeguarding Partnership will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. The DSLs should make themselves aware of and follow local arrangements.

Escalating when information or action is not forthcoming

Workers should follow up with children's social care if they do not inform you within one working day, of the course of action they are taking. If you are not satisfied with this decision, or if after a referral the child's situation does not appear to be improving, the DSL (or the person that made the referral) should follow local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. This action should be logged on. Support with this is available from the The Hub safeguarding lead.

Transfer of SG file

When a student returns to their referring school or moves onto another school or provision, the DSL is responsible for ensuring that their safeguarding records are transferred securely to the DSL at the new establishment. If sent electronically, the PDF must be sent to a named individual's school email address and not to a generic mailbox (e.g.

info@schoolname) with password protection on the attachment or through encrypted file transfer on to The Hub's system. Alternatively, the records can be printed, marked as confidential, securely delivered and signed for by the DSL at the returning school.

Data protection

Workers should have due regard to relevant data protection principles for sharing and withholding personal information as set out in the Data Protection Act 2018 and GDPR. This includes knowing what information they can store and share when they are 'safeguarding children and individuals at risk', including 'special category personal data' and when personal data should be withheld where the 'serious harm test' is met. All workers have specific GDPR training and should refer any questions to the The Hub data protection officer.

Retention of child protection information

Child protection records (i.e. incident logs) should be kept until the pupil is 25 years old. For children who are Looked After, information should be kept until they are 75 years old. Within this time, information relating to incidents must not be removed from the archives on the electronic system, in order that it could be provided if a case were to go to an inquiry. If/when the electronic system is replaced, all safeguarding records must be extracted for secure archiving or transferred to a new system.

Organisations have a duty to keep any records that could be needed by an official inquiry. Insurers may require information to be kept for longer.

Any safeguarding information that is paper-based must be scanned and uploaded to the pupil's file.

Disseminating/reviewing policies and procedures

The Safeguarding Policy will be reviewed annually. Any changes/amendments will be shared with workers and where significant changes appear, these will be relayed to parents/carers. Where possible, parents/carers and young people will be involved in the review process.

All workers have an opportunity to contribute to and shape safeguarding arrangements and policy through regular staff meetings and training. Centre-based DSLs should report any deficiencies in procedure or policy identified by the Local Safeguarding Partners (or others) to The Hub Safeguarding Lead at the earliest opportunity.

Where an allegation has been made against a worker, The Hub's safeguarding lead should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of The Hub's procedures and/or policies and/or which should be drawn to the attention of the Local Safeguarding Partners.

Ongoing training:

Staff safeguarding training is updated every 1 year as a minimum

Designated Safeguarding Lead training – is updated every 2 years as a minimum

Contact Details:

Vanessa Brooks DSL – vanessa@thehub-cic.co.uk

07595757197

Scott Brooks DSL - Scott@thehub-cic.co.uk

07495 761952

Emily Neale DSL – Emily@thehub-cic.co.uk

07713131798

Eloise Flinders DSL – DSL@thehub-cic.co.uk

07538 937428

Social Care referral details

An Advice and Guidance Line is available for professionals seeking clarity around whether to make a referral. This line is for this purpose only and can be contacted on 0116 3055500

If you are wanting to make a request for services to Leicestershire County Council, including Early Help or Social Care you will need to complete the online Multi Agency Referral Form (MARF).

If you are concerned that a child in your care is suffering significant harm and in imminent danger you should contact the Police immediately for an emergency response.

First Response referral - If you suspect that a child has suffered or is likely to suffer significant harm, then refer this immediately by telephone to children's social care on 0116 3050005.

Lado: Kim.Taylor2@leics.gov.uk / +44 (0)116 305 5641

Lovona.Brown@leics.gov.uk / +44 (0)116 305 8161

LADO@leics.gov.uk 0116 3054141.

Policy reviewed: April 2026

Policy renewal date : April 2027

Appendix 1 Indicators of 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 or carer fabricates the symptoms of, or deliberately induces illness in a child

Common signs of physical abuse:

Bruising:

- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object

Burns and Scalds

- can be from hot liquids, hot objects, flames, chemicals or electricity on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
 - sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds

Bite Marks

- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth
- Fractures and Broken bones
- multiple fractures or breaks at different stages of healing

Emotional abuse

is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed 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. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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, though it may occur alone.

Signs and symptoms of emotional abuse It can prove difficult to tell if a child is being emotionally abused. Children and young people may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.
- eating disorders – sudden weight loss
- self-harming

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Signs and Symptoms of possible sexual abuse

Children who are sexually abused may:

- Stay away from certain people
- Avoid being alone with people, such as family members or friends
- Could seem frightened of a person or reluctant to socialise with them
 - Show sexual behaviour that's inappropriate for their age (see Brook's Traffic Light System for Guidance (<https://www.brook.org.uk/ourwork/category/sexual-behaviours-traffic-light-tool>))
- Might become sexually active at a young age
- Might be promiscuous
- Could use sexual language or know information that you wouldn't expect them to.

Child sexual exploitation is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of

performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online. Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 (including 16- and 17-year-olds) have a right to be safe and should be protected from harm. The abuse may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example) and can still be abuse even if the sexual activity appears consensual.

Signs and Symptoms of Child Sexual Exploitation:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and Symptoms of Neglect

- Poor Appearance and Hygiene

- Unwashed clothes
- Inadequate clothing
- Hungry and not provided with adequate food/snacks
- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- tiredness
- faltering weight or growth and not reaching developmental milestones
- poor language, communication or social skills
- Housing and family issues

Cultural practices:

Theatre Royal Wakefield is an equal opportunities organisation and would not discriminate on the grounds of race or religion. Some members of our communities hold beliefs that may be common within particular cultures but which are against the law in England. Theatre Royal Wakefield does not condone practices that are illegal or harmful to children. Examples of particular practices are:

Forced Marriages: No faith supports the idea of forcing someone to marry without their consent. This should not be confused with arranged marriages between consenting adults.

Under-age Marriages: In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more.

Female Genital Mutilation: This is against the law, yet we know that for some in our communities it is considered a religious act and a cultural requirement. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

Signs and Symptoms of FGM

- have difficulty walking, standing or sitting
- Spend longer in the bathroom or toilet
- Appear withdrawn, anxious or depressed
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

Reporting: must report 'known' cases of FGM in under 18s to the police (Home Office, 2016).

Ritualistic Abuse: Some faiths believe that spirits and demons can possess people (including children). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical abuse and people can be prosecuted even if it was their intention to help the child.

Radicalisation of children and young people

At a time when terrorist incidents are dominating the news, there's increasing concern about young people's involvement in extremist groups. Radicalisation can be hard to recognise and can present itself in a number of different ways, posing serious risks to a young person's safety.

Signs that may indicate a child is being radicalised include:

- - isolating themselves from family and friends
 -
 - talking as if from a scripted speech
 -
 - unwillingness or inability to discuss their views a
 - sudden disrespectful attitude towards others
 - increased levels of anger
 - increased secretiveness, especially around internet use

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

Appendix 2

Referral forms

ALLEGATIONS AGAINST STAFF, VOLUNTEERS & CARERS REFERRAL RECORD TO LOCAL AUTHORITY DESIGNATED OFFICER (LADO) FORM

You should make a referral or contact Leicestershire LADO if there is reasonable cause to believe that a person who works with or has responsibility for children, in connection with his/her employment or voluntary activity, has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
- Behaved or may have behaved in a way that indicates they may be unsuitable to work with children (KCIS Guidance 2023)

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Contacts and Referrals should not be delayed while obtaining further information

See Working Together to Safeguard Children (2022) and Safeguarding Partnership (https://llrscb.proceduresonline.com/p_alleg_staff.html)

Once completed, please return your form marked 'for the attention of the LADO via secure email to: CFS-LADO@leics.gov.uk

1. Referrer Details	
Name:	Job Title
Date:	
Organisation:	
Address:	
Tel:	E-mail:

The adult's information cannot be saved on the child's record

CONFIDENTIAL EMPLOYMENT INFORMATION		
2. Member of staff/volunteer– The person(s) about whom the allegation has been made		
Name:	Date of Birth:	Male <input type="checkbox"/> Female <input type="checkbox"/> Other (Please state):
First Language:	Ethnicity:	Religion:

Telephone:	E-mail:
Job Title:	Employment status:
Home Address:	
Employing Agency (include statutory or voluntary agency):	Place and Address of employment:
Do they have children at home? Provide details:	
Additional information e.g. employment history (where have they previously worked; previous concerns or complaints raised:	
Are they engaged in any other activity/job/volunteering that may bring them in contact with children? If so, please provide details	
How long have they held this Position of Trust?	
Have safer recruitment processes been followed? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Date of most recent DBS	DBS reference number:

3. Alleged Victim / Child details (to whom the allegation involves)

Name:		
Date of Birth:	Home address:	Male <input type="checkbox"/> Female <input checked="" type="checkbox"/> Other (Please state):
Ethnicity: White British	Religion:	First Language:
School/College/Work Place:		Mosaic Number:
Additional information e.g. disability, communication or other additional needs, previous child protection concerns:		
Is there currently an allocated social worker? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Name of Social Worker	Social Workers Number	Social Workers Email
Has the voice of the child been sought? Yes <input type="checkbox"/> No <input type="checkbox"/>		
If no when and who will complete this:		

4. Details of Allegation / Concern

Date of Allegation:	Time of Allegation:	Place of Allegation: Online
Allegation in Personal Life? Yes <input type="checkbox"/> No <input type="checkbox"/>	Allegation in Professional Life? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Record the details of the allegation using the child/adult's own words where possible: (Child's Voice)		
5. Nature of allegation / harm:		
• Physical <input type="checkbox"/>	• Inappropriate Behaviour (in Work) <input type="checkbox"/>	
• Sexual (including images) <input type="checkbox"/>	• Grooming <input type="checkbox"/>	
• Neglect <input type="checkbox"/>	• Conduct (outside work) <input type="checkbox"/>	

6. Family Details	
Parent/Carer Name:	
Relationship:	
Date of Birth:	
Ethnicity:	
Address:	
Telephone contact:	
E-mail contact:	
Additional Information:	

7. Background Information / Past History - Has the LADO previously provided advice in respect of this adult?
8. Voice of the child
9. Is the member of staff / volunteer aware of the allegation? If yes, please give reason and details of their views.
10. Professionals Opinions: i.e. employer, social worker
11. Has a parent/carer been informed? If yes, please give reason and details
12. What if any safety measures are in place? Please detail actions to safeguard the child and the adult

Referrer signature	Date	Time

To be complete by LADO

1. LADO Threshold:		
Advice and Consultation	yes	No
LADO Advice – not further information required - no role for LADO – contact closed		

Advice and Consultation	yes	No
Further Information was required – matter now closed as contact		
LADO Managing Allegations process – threshold for LADO referral has been met	Yes	No

<p>2. LADO Rationale:</p> <p>Does this meet the threshold of significant harm? Will positions of trust meeting be required? State reason for the decision</p>
<p>3. Actions:</p>

LADO Signature	Date	Time

Appendix 3
**ALLEGATIONS AGAINST STAFF, VOLUNTEERS & CARERS CONTACT US
 RECORD TO LOCAL AUTHORITY DESIGNATED OFFICER (LADO) FORM**

Contact us form: Please complete to request

- request information
- for advice and consultation
- to report general information
- for all initial contacts

Without the below information LADO will be unable to progress your request.

Once completed, please return your form marked 'For the Attention of the LADO' via secure email to: CFS-LADO@leics.gov.uk

Do not provide the adults name unless they person is already known to Leicestershire
 County Council

1. Your/ Referrer Details

Referrers Name	Referrers role/Job Title
*	*
Referrers Phone Number	Referrers Emails Address
*	*
Referrers Employer	Referrals business address
Relationship to accused adult	

2. The alleged/ Accused:

Setting/ Where the person work(ed)	*
Company name where they work(ed) (if different)	
Venue Address where they work(ed):	*
Venue Phone Number where they work(ed):	*
Alleged adults job role:	
Date and time of contact	
Date opened to LADO	LADO TO COMPLETE
Date closed to LADO	LADO TO COMPLETE

3. The alleged victim / affected children

Child: *

Child's full name and DOB	Mosaic ID (if known)	Placing LA	Disability	Social Worker's names, email and phone number
If no named child, add not known N/K and record an explanation	Please enter only if known, if not known add N/K	Related to children in the care of a LA, add N/K or N/A as appropriate	Please include details, add N/K or N/A as appropriate	Add N/K or N/A as appropriate
*			*	*

4. The allegation:

Date of incident:	*
Time of incident:	
<p>The concern/allegation: Please provide a summary of the incident, for example</p> <ul style="list-style-type: none"> • Adult's history (where have they previously worked; how long have they worked for you; previous concerns, low level issues or complaints raised) • Have they been referred to LADO before this incident • Record the details of the allegation using the child/adult's own words where possible: (Child's Voice) • Witness account 	
*	
Your professional opinion:	

Once completed, please return your form marked 'For the Attention of the LADO' via secure email to: CFS-LADO@leics.gov.uk