

Accessible Education Provision for Neurodivergent Children  
through graduated interventions and academic support.



*An organisation that aims to improve every child's life  
by being closer to nature,  
providing equality in learning  
and promoting well-being*

# SAFEGUARDING CHILDREN POLICY FOR RAW LEARNING

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## 1. Statement of Intent

**Children and young people have a right to be safely cared for and parents and carers need to have confidence that the organisations to which they entrust their children and young people will provide safe care.**

**Everyone shares responsibility for safeguarding and promoting the welfare of children and young people, irrespective of individual roles.**

**Safeguarding means:**

**Protecting children from maltreatment**

**Preventing impairment of children's health or development**

**Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care**

**Taking action to enable all children to have the best outcomes.**

(From: **Essex Safeguarding Children Board guidelines**)

## **2. Introduction**

Raw Learning will work with children, their parents, and the wider community to ensure the rights and safety of each child by building a 'culture of safety' to protect children from abuse and harm. This 'culture of safety' will include a warm, caring environment characterised by mutual respect in which children will be able to thrive and a prompt response to any allegations or concerns of abuse that may occur.

We ask our facilitators to make a commitment that under no circumstances will anyone cause physical or psychological harm to a child.

## **3. Aims**

The welfare of each child in our setting is of the highest importance and we aim to:

- Provide a welcoming, supportive environment and establish good relationships with children and their parents.
- Encourage each child to feel safe and secure and to develop a positive self-image regardless of gender, ethnicity, disability, sexuality or beliefs;
- Encourage each child to have a sense of independence and autonomy by developing emotional wellbeing and resilience;
- Help each child to establish good relationships with their families;
- Work with parents to further these aims;
- Promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We have regard to the statutory guidance and standards in the following documents (although this is not an exhaustive list):

- Keeping Children Safe in Education (DfE, 2024)
- After-school clubs, community activities and tuition – Safeguarding guidance for providers (DfE, 2023)
- Working Together to Safeguard Children (DfE 2018, updated December 2023)
- Education Act (2011)
- Effective Support for Children and Families in Essex (ESCB 2021)
- Counter Terrorism and Security Act (HMG, 2015)
- The Prevent Duty (DoE June 2015); Revised Prevent duty guidance for England and Wales (Updated 2023)
- The use of social media for online radicalization (HMG, July 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Children and Social Work Act (2017)
- Children Missing Education – statutory guidance for local authorities (DfE, 2016)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2023)
- Data Protection Act (2018)
- SET (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures (ESCB 2022)
- What to do if you are worried that a child is being abused (HMG 2015)
- Searching, screening and confiscation (DfE, 2022)
- Children Act (1989)
- Children Act (2004)
- Preventing and Tackling Bullying (DfE, 2017)
- Female Genital Mutilation Act 2003 (S. 74 – Serious Crime Act 2015)

- Sexual violence and sexual harassment between children in Schools and colleges (DfE, 2018, updated September 2021)
- Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)
- Keeping learners and staff safe – management of behaviour in Schools, including the use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour (ESCB)
- Preventing youth violence and gang involvement (Home Office, 2015)
- Criminal Exploitation of children and vulnerable adult – county lines guidance (Home Office, 2018, Updated 2023)
- Teaching on-line safety in Schools (DfE, 2019, Updated 2023)
- Education Access Team CME / Home Education policy and practice (ECC, 2018)
- Information sharing guidance (DfE July 2018)
- United Nations Convention on the Rights of the Child

We liaise with local county councils to work for the welfare of our children. Key partners are Essex County Council, Essex Police and Clinical Commissioning Groups covering the county.

#### **4. Roles and responsibilities**

All adults who work with or on behalf of children have a responsibility to protect children and provide a safe working environment for them so that they can learn and achieve their full potential. Within Raw Learning, any adult who has contact with our learners is expected to be aware of and abide by our Safeguarding policies and procedures, as well as being aware of and following the Provision's processes for making a referral. Facilitators should be aware of the signs of abuse and neglect and be able to identify children who may be in need of protection or who would benefit from early help. Facilitators should have an attitude of 'respectful scepticism' in order to carry out their safeguarding duties.

The following named adults have specific responsibilities for child protection within Raw Learning:

Designated Safeguarding Lead (DSL)	Rachel King
Deputy Designated Safeguarding Lead (DDSL)	Nicola Wiltshire

It is the designated safeguarding lead's responsibility to:

- ensure that everyone who has contact with our learners is aware of our safeguarding policies and procedures;
- provide help, support, guidance and advice where needed;
- manage child protection referrals and ensure these are made to the relevant parties in a timely manner;
- ensure that referrals are made in accordance with current Southend, Essex and Thurrock (SET) procedures;
- provide safeguarding training and direct facilitators to training opportunities;
- work with the local authority and other agencies as required.

#### **5. Applicants for Posts within Raw Learning**

Applicants for posts within Raw Learning have interviews under Safer Recruitment (*see also: Safer Recruitment Policy*) and are made aware that they are also subject to an enhanced DBS check. Their references will also be checked. Applicants are clearly informed that the position is exempt from the Rehabilitation of Offenders Act 1974. Prior to an applicant starting work, enhanced criminal records and barred lists checks are carried out to ensure that the applicant has not been disqualified from working with children.

If an applicant is rejected based on the information disclosed, the applicant has a right to know and to challenge incorrect information.

Information is recorded about facilitators qualifications and the identity checks and vetting processes that have been completed, including:

- The criminal records disclosure reference (DBS) number;
- The date the disclosure was obtained;
- Details of who obtained it.

All facilitators are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us) and sign a declaration to that effect. We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern. This may also lead to us informing the Teacher Regulation Agency.

Any personal information is held securely and in line with data protection requirements and guidance from the Information Commissioners Office (ICO).

New facilitators receive an induction and regular supervision.

## **6. Training**

The DSL and DDSL undertake Level 3 child protection training in accordance with that recommended by the Local Safeguarding Children Board (LSCB) and training is updated regularly. All other facilitators working at Raw Learning are required to complete an on-line e-learning course for Level 2 Safeguarding and the Prevent Duty awareness training to learn how to identify any signs of radicalization to comply with the Prevent Duty. This should be completed before they start working at Raw Learning or as part of their induction process.

The DSL directs all facilitators to relevant training opportunities, to ensure that everyone has an up-to-date knowledge of safeguarding issues and is alert to the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect. This training is updated at least annually, and records are kept of any child protection training that is undertaken by all facilitators. The DDSL will ensure that all facilitators receive safeguarding and child protection updates as required.

Facilitators should understand the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture. We ensure that all facilitators are aware of the additional safeguarding challenges for children with SEN or disabilities:

- Facilitators should be aware that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Children with SEN or disabilities are at a higher risk of peer group isolation.
- There may be a disproportionate impact of bullying for SEND children and there may be difficulties with communication.

We ensure that every facilitator understands their professional duty to report safeguarding concerns to the local authority children's social work team or the NSPCC.

We ensure that all facilitators are familiar with and can follow the procedures for reporting and recording any concerns they may have about the provision.

We ensure that all facilitators understand how to escalate their concerns in the event that they feel either their own organisation and/or the local authority has not acted adequately to safeguard.

The DSL also undertakes training in inter-agency working and other matters as appropriate.

## **7. Types of Abuse and Other Safeguarding Issues**

Keeping Children Safe in Education (DfE, 2023) defines abuse as the maltreatment of a child:

*“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm..... 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 another child or children.”*

We acknowledge that abuse of children can take different forms – physical, emotional and sexual, as well as neglect. Children who are suffering from physical, emotional or sexual abuse, or experiencing neglect may demonstrate this through:

- significant changes in their behaviour or be emotionally or verbally unresponsive;
- deterioration in their general well-being;
- their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
- unexplained bruising, marks or signs of possible abuse or neglect; and
- any reason to suspect neglect or abuse outside the setting.

Facilitators are also aware of other factors that may affect children's vulnerability, such as 'hidden harm' factors affecting parental capacity (i.e. drug taking, alcohol abuse), abuse linked to beliefs in spirit possession, radicalisation or extremism, sexual exploitation of children, internet abuse, deliberately missing education and sexting. We are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. We acknowledge that this may be more prevalent in Looked After Children (LAC).

**CHILD ON CHILD ABUSE.** We understand that our Provision's environment may be the only stable, secure, safe element in the lives of children at risk or who have suffered harm but we recognise that some children may display abusive behaviour towards their peers. We will manage any incidents of child on child abuse in the same way as any other child protection concern, following our procedures and seeking advice and support from other agencies as appropriate. Child on child abuse may include:

- bullying, including cyber bullying;
- physical abuse;
- sexual violence or sexual harassment;
- 'up-skirting';
- 'sexting';
- initiation or hazing type violence and rituals.

We do not tolerate any kind of harmful behaviour and we will act swiftly to intervene if this occurs. We help children to understand in an age-appropriate way what abuse is through lessons/discussions and we encourage children to tell a trusted adult when someone is acting in a way that makes them feel uncomfortable. We understand the different gender issues that may be prevalent when dealing with child on child abuse. Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the LSCB procedures as well as our procedures for responding to concerns or disclosures.

**CHILDREN MISSING FROM EDUCATION:** All children are entitled to a full-time education. Raw Learning recognises that if a child is missing from education this can be a potential indicator of abuse or neglect, as well as exposing

the child to other risks as they are not in school. Parents/carers must always inform the Provision if their child will be absent along with the reason for the absence. If the Provision has not heard from them, we will always follow up a child's absence via a phone call or email (see also: *Attendance Policy*). Parents/carers are required to provide at least two emergency contact numbers to enable us to communicate with someone if we need to.

We keep an attendance record. Where a child fails to attend a setting without an explanation (i.e. telephone call, e-mail or text message) we follow this up by a courtesy call later in the morning, and if there is regular non-attendance, we would follow the guidelines of our Attendance Policy.

**SERIOUS VIOLENCE:** Children who are at risk from or are involved with serious violent crime may display the following indicators:

- 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 well-being;
- Signs of assault or unexplained injuries;
- Unexplained gifts or new possessions (which could be from individuals associated with criminal gangs or networks).

**CHILD SEXUAL EXPLOITATION (CSE):** CSE is a form of abuse affecting both boys and girls from any background or community. In Essex, the definition of CSE has been adopted from the Department of Education (DfE, 2017):

*“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”*

A significant number of children who are victims of CSE go missing from home, care and education at some point. We are alert to the signs and indicators of a child who is becoming at risk of or subject to CSE, and we will take appropriate action to respond to any concerns. The DSL will lead on these issues and work with other agencies as appropriate.

**CHILD CRIMINAL EXPLOITATION:** This is a geographically widespread form of harm and is a typical feature of county lines criminal activity. County lines is when a drugs network or gang grooms and exploits children to carry drugs or money from urban areas to suburban areas and seaside towns. Our Provision works with key partners locally to prevent and respond to child criminal exploitation.

**CONTEXTUAL SAFEGUARDING:** All facilitators are aware of contextual safeguarding (i.e. incidents and behaviours associated with factors outside our Provision) and that they should consider whether wider environmental factors present in a child's life may be a threat to their safety and welfare. Therefore, when assessing any risk to a child, we will consider relevant information and share it with other agencies to better understand a child and their family.

**DOMESTIC ABUSE:** Domestic abuse can take the form of psychological abuse, physical abuse, sexual abuse, financial abuse and/or emotional abuse. Children who are exposed to domestic abuse can have serious, long-term emotional and psychological trauma and impact on their well-being. Our Provision recognises the impact domestic abuse can have on a child, and we will work with other key partners to share relevant information where domestic abuse within a family places a child at risk of harm.

### SO-CALLED 'HONOUR-BASED VIOLENCE'

- Female Genital Mutilation (FGM). FGM comprises procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. The Serious Crime Act 2015 places a duty on all teachers (and other professionals) to protect girls under 18 from the risk of FGM. We are aware of our mandatory duty to contact Social Care if a child attends the setting whose family come from Somaliland, Egypt or Africa where FGM is prevalent. If we suspect FGM, we report to Social Care. For a definite case of FGM, we contact the police.
- Forced Marriage: A forced marriage is one that is entered into without the full consent of one or both parties. Violence, threats or other forms of coercion is used to force the person into the marriage. Our facilitators understand how to report concerns where this may be an issue.

PREVENTION OF RADICALISATION: The Counter-Terrorism and Security Act (HGM, 2015) placed a duty on schools and other education providers under section 26 of the Act to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent Duty and requires schools to:

- teach a broad, balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of learners;
- prepare learners for the opportunities, responsibilities and experiences of life;
- promote community cohesion;
- be safe places where children and young people can understand and discuss sensitive topics (e.g. terrorism, extremism, ideas that are part of terrorist ideology) and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme focusing on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

We are committed to keeping children safe and we are aware of our important role in educating children and young people about extremism and recognising when learners start to become radicalised. We ensure that our curriculum promotes mutual respect and tolerance of those with different faiths and beliefs and that this is demonstrated through our policy and practice. Our provision works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

TAKING, STORING AND USING IMAGES: Images of children are only allowed to be taken with written consent from their parents. These images will be used for the purpose of sharing and promoting the children's learning and advertising Raw Learning's provision. Children's permission will be sought verbally before any image is taken of them or used on social media or as advertising. A list will be kept of children (name and photo) who do not have permission to appear on social media

Facilitators are permitted to use their personal mobile phones to record the work children are doing during a session. They must upload these photos onto the closed Facebook group and then delete these from their phone by 9 p.m. on that day. The DSL will remind facilitators regularly to make sure they are doing this.

Children are **not** permitted to bring a mobile phone or a GPS smart watch into the setting. Any mobile phone or GPS smart watch that is brought to the setting will be taken from the child and placed in a box until the end of the session, when it will be returned to the child's parent/carer.

All facilitators are expected to use the camera on the mobile phone in accordance with our policies and procedures. Any breach of this guidance will result in disciplinary action.



## **8. Procedures for Responding to Suspicions of Abuse**

Raw Learning works with key local partners to promote the welfare of our learners and protect them from harm (see also Appendix 3). When we identify any additional needs of children, we provide a co-ordinated offer of early help and contribute to inter-agency plans which provide additional support through a 'child in need' or a 'child protection' plan.

All facilitators know and understand that they have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. All concerns and allegations of abuse are taken seriously and responded to appropriately, following the Provision's procedures if the child is in part-time placement with us. If we are privately educating the child, this may require an immediate response and referral to children's services, and, in emergencies, the Police. Our facilitators will take care not to influence a child by the way they speak or by asking questions of the child, as well as ensuring the child feels believed and supported.

The DSL will support facilitators to undertake their safeguarding duty adequately and offer advice, guidance, supervision and support. Facilitators **must** immediately report a disclosure or allegation of abuse to the DSL. New facilitators, volunteers or regular visitors to our Provision are informed of the safeguarding arrangements in place, the name of the DSL and how to share their concerns.

The DSL should not delay any referrals being made to the children's social worker services, the Local Authority Designated Officer (LADO) or the Health and Safety Executives in compliance with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). Where there is a risk of immediate harm, the DSL will telephone the Children and Families Hub and/or the Police. Less urgent concerns/requests for support will be sent to the Hub via the Essex Effective Support portal.

### **Disclosures:**

Where a child makes a comment that gives cause for concern (a disclosure) to a facilitator, that facilitator:

- Offers reassurance to the child but does **not** promise to keep it secret;
- Listens to the child;
- Gives reassurance that she or he will take action; and
- Reports this disclosure only to the DSL, i.e. Rachel King, and does not discuss with other facilitators.
- The facilitator does not question the child.
- The facilitator makes a written record of the observation or disclosure that includes:
  - The child's name;
  - The child's address;
  - The age of the child;
  - The date and time of the observation or disclosure;
  - An objective record of the observation or disclosure;
  - The exact words spoken by the child;
  - The name of the person to whom the concern was reported, with the date and time;
  - The names of any other person present at the time.
- These records are signed and dated and kept in a separate confidential file.
- The DSL is informed of the issue as soon as possible, and **within 1 working day**.
- In the event that a facilitator or volunteer is unhappy with the decision made by the DSL in relation to whether to make a safeguarding referral, they must follow the escalation procedures.
- Where the LSCB stipulates the process for recording and sharing concerns, those procedures are included alongside this procedure, and follow the steps set down by the LSCB.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigations. In some cases, this may mean the police or another agency identified by the LSCB.
- If the safeguarding concern involves the DSL, then the concern is reported to the LADO.

## Records and Information sharing:

It is essential for good child protection practice to keep good records. All facilitators are clear about the need to record any concern (using the disclosure process above) about a child in our Provision, and when these records should be shared with other agencies.

The sharing of information between organisations in a timely, effective manner can reduce the risk of harm where there are concerns about a child's safety. The Data Protection Act 2018 and human rights concerns are **not** a barrier to the sharing of information where the **failure to do so would result in a child or vulnerable adult being placed at risk of harm**, and cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Our online privacy notice accurately reflects our use of data for child protection purposes.

Any records related to child protection are kept on an individual child protection file for that child (separate to the learner file) and is stored securely and confidentially. Records will be retained for 25 years after the learner's date of birth, or until they transfer to another school or educational setting.

In line with statutory guidance, a learner's child protection records will be forwarded to another school/educational setting (including colleges) when they transfer from our Provision. These records will be marked 'Confidential' and for the attention of the receiving setting's designated safeguarding lead. A return address on the envelope will be included in case it goes astray. When we receive evidence that the paperwork has been received by the new setting, we will securely destroy any copies held in our Provision by cross-shredding.

Where appropriate, the DSL may also contact the new educational setting in advance of the child's transition there to enable planning for appropriate support to be in place when the child arrives.

Where a learner joins our setting, we will request child protection records from the previous educational establishment (if none are received).

## Informing Parents:

Parents are normally the first point of contact. Concerns are discussed with parents to gain their view of events, unless it is felt that this may put the child in greater danger.

Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.

If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the LSCB does not allow this, e.g. where it is believed that the child may be placed in greater danger. This will usually be the case where the parent is the likely abuser.

If there is a possibility that advising a parent beforehand may place a child at greater risk, the DSL should seek advice from children's social services or the LADO about whether or not to advise parents beforehand, and should record and follow the advice given.

## Liaison with other agencies:

We work within the LSCB guidelines, following the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2022 - [SET \(Southend, Essex and Thurrock\) Safeguarding and Child Protection Procedures](#)).

The current version of 'What to do if you're worried a child is being abused' is available for parents and facilitators, and all facilitators are familiar with what they need to do if they have concerns.

We have procedures for contacting the local authority Children and Families Hub and/or the police regarding child protection issues to ensure that it is easy, in any emergency, for the setting and children's social care to work well together. (See *the Essex Effective Support Windscreen*)

Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept (See *Appendix 3*)

It is the DSL's responsibility to ensure that the Provision is represented at, and a report is submitted to, any child protection conference called for children on the Provision roll or previously known to them. Any report will be shared in advance with parents/carers where possible and appropriate. The facilitator attending the meeting will be fully briefed on any issues or concerns the Provision has and be prepared to contribute to the discussions at the conference.

The DSL will ensure that a child subject to a Child Protection or a Child in Need plan is monitored regarding their:

- Provision attendance
- Emotional well-being
- Academic progress
- Welfare
- Presentation

If Raw Learning is part of the core group, the DSL will ensure the setting is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the relevant parties immediately and then record that they have done so and the actions agreed.

### **Allegations against facilitators:**

All facilitators are made aware of the boundaries of appropriate behaviour and conduct as part of the induction process. They must read and adhere to the Code of Conduct Policy.

We keep a written record of all complaints and concerns, including how they were responded to.

We ensure that all parents know how to complain about the behaviour or actions of facilitators or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

We respond to any inappropriate behaviour displayed by facilitators, volunteers or any other person living or working on the premises, which includes:

- Inappropriate sexual comments
- Excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.

We follow the guidance of the LSCB and within the SET procedures (ESCB 2019) when responding to any complaint that a facilitator or volunteer, or anyone living or working on the premises occupied by the setting, has abused a child.

We ensure that all facilitators know how to raise concerns about a facilitator or volunteer within the setting, and are aware of and can follow the processes that are in place. We respond to any concerns raised by facilitators and volunteers, who know how to escalate their concerns if they are not satisfied with our response. Staffing matters are confidential and the Provision operates within statutory guidance around Data Protection.

We respond to any disclosure by children or facilitators that abuse by anyone within the setting may have taken, or is taking, place by first recording the details of any such alleged incident.

We refer any such complaint immediately to the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team to investigate, or within one working day. The duty LADO can be contacted on **03330 139 797**. This should be done immediately (wherever possible) as the LADO will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to learners and parents. The Provision does not carry out any investigation before speaking to the LADO.

We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

Where the management team and children's social care agree it is appropriate in the circumstances, the facilitator will be suspended for the duration of the investigation. This is not an admission that the alleged incident has taken place, but it is to protect the facilitator, as well as children and families throughout the process.

### **Disciplinary Action:**

Where a facilitator has been dismissed due to engaging in activities that cause concern for the safeguarding of children, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

## **9. Promoting Positive Mental Health and Resilience in our Provision**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Here at Raw Learning, we aim to develop the emotional well-being and resilience of all our learners and facilitators as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a person's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors that are present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote the further growth of resilience.

Working in partnership with parents/carers is vital to support the well-being of our learners. Parents/carers should share any concerns about the well-being of their child with the Provision so that appropriate support and interventions can be identified and implemented.

## **10. Learning**

We introduce key elements of keeping children safe into our Learning to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

## **11. Confidentiality**

All suspicions and investigations are kept confidential and shared only with those who 'need to know' where it is in the best interests of the child. Any information is shared under the guidance of the LSCB.

All facilitators understand the issue of confidentiality in the context of child protection. A facilitator must never promise to keep secret or guarantee confidentiality to anyone (including parents/carers or learners) about a safeguarding concern.

## **12. Support to Families**

We believe in building trusting and supportive relationships with families, facilitators and volunteers.

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged child abuse.

We follow the Child Protection Plan, as set by the child's social care worker in relation to the setting's designated role and tasks, in supporting that child and their family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the LSCB.

## **13. Restraint Reduction**

Whilst we accept that 'Reasonable force' is a term that covers a range of actions used by practitioners that involve a degree of physical contact to control or restrain children, our major goal at Raw Learning is to reduce and eradicate the use of all forms of restraint. We passionately believe that in order to manage a challenging situation we must first look at our own reactions to situations and what we could do to prevent them from reoccurring.

The following is the approach we ask of all our facilitators and volunteers:

- Acknowledge that restraint should only be a last resort – where restraint becomes part of an established routine, people accept it as practice – we want to teach alternatives to restraint.
- Never accept that restraint is inevitable.
- Restraint is never therapeutic and can traumatise.
- We follow the Low Arousal Approach, which emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration. Each Raw Learner will need an individualised strategy in place to potential aggression and avoid creating a crisis situation.
- The Low Arousal Approach enables facilitators and volunteers to diffuse a crisis situation through early identification and intervention.
- Our approach acknowledges that stress is a constant part of the lives of autistic/neurodivergent people, especially those coming to Raw Learning on placement from schools, and encourages the facilitator to ask how they can best manage the situation where the individual needing support may be experiencing 'meltdown.'

Our understanding of autistic/neurodivergent children is that they experience under and over arousal (hypo and hyper) which leads to information processing problems. We encourage the following consideration: that it is necessary to understand the internal world of the individual and then consider the importance of arousal in emotional and behavioural regulation situations.

We believe that self-regulation and co-regulation requires an understanding of an individual's internal emotional state, and how the individual relates that to behaviour control.

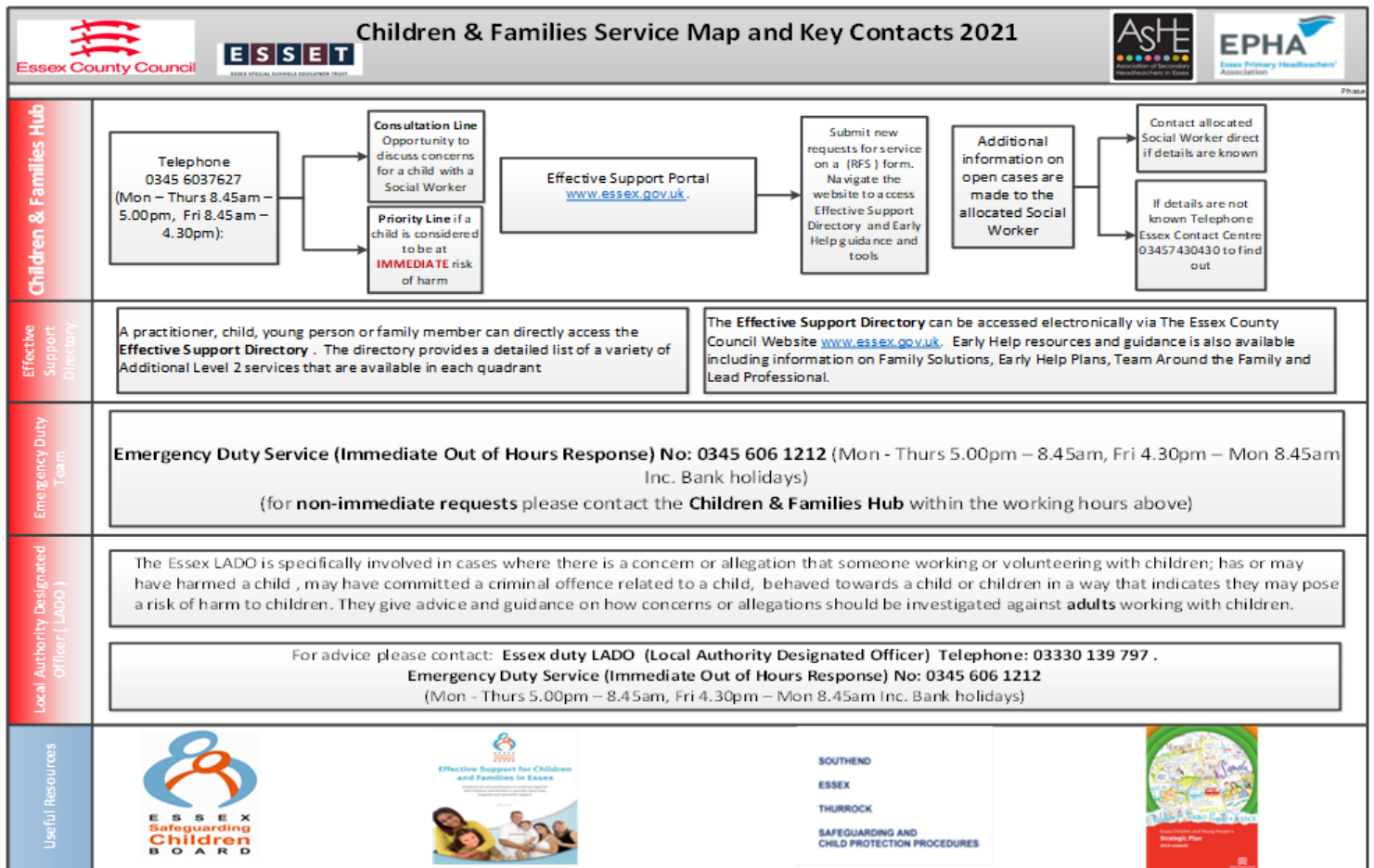
## **14. Whistleblowing**

All facilitators and the wider community should be able to raise concerns about poor or unsafe practice and feel confident that their concerns will be taken seriously. We have 'whistleblowing' procedures in place and these are available in our Whistleblowing Policy.

If a facilitator feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing helpline on: **0800 028 0285** (available from 8.00 a.m. to 8.00 p.m. Monday to Friday) or email at: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

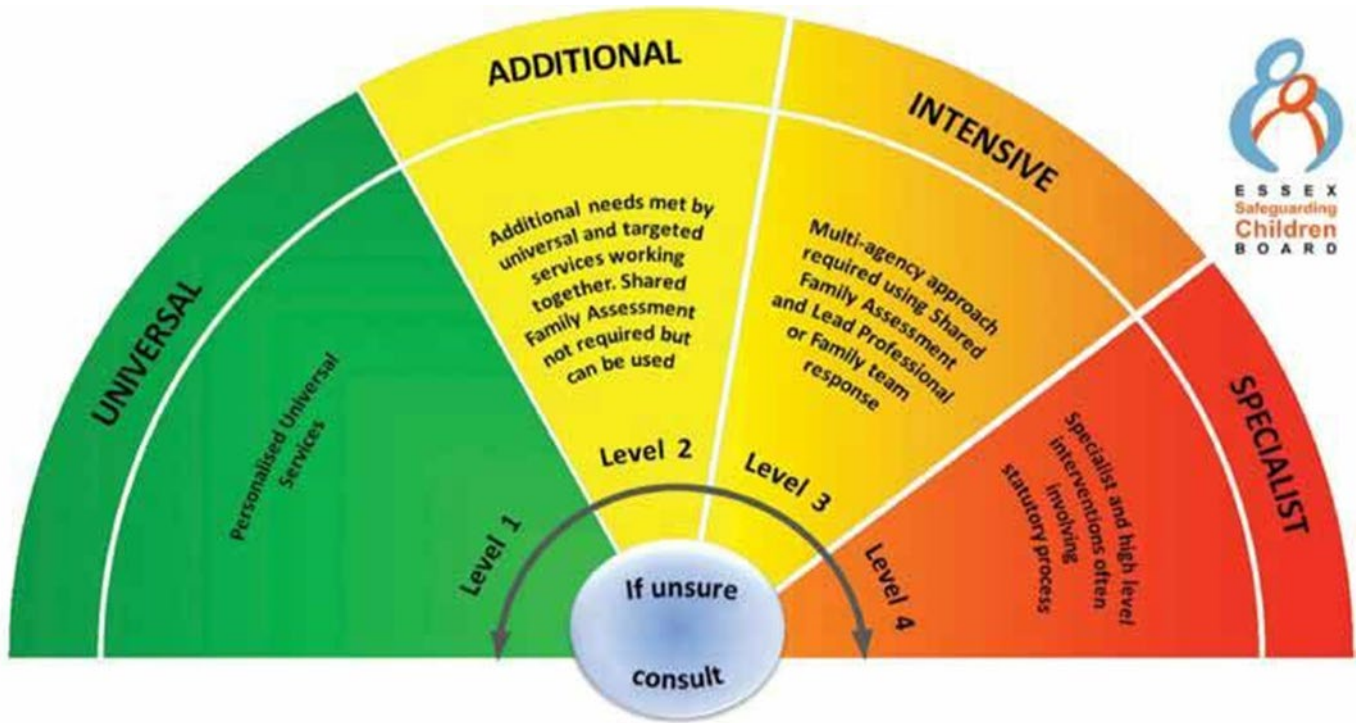
Parents or others in the wider community with concerns can contact the NSPCC general helpline on: **0800 800 5000** (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

# APPENDIX A: Children and Families Service Map and Key Contacts



(Author: Jo Barclay, Head of Education, Safeguarding and Wellbeing. September 2022. Essex Safeguarding Children Board)

## APPENDIX B: Essex Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

**Specialist** services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services

(Author: Jo Barclay, Head of Education, Safeguarding and Wellbeing. September 2022. Essex Safeguarding Children Board)



## APPENDIX C: Key Contacts

<b>DESIGNATED SAFEGUARDING LEAD:</b>	Rachel King 07950 455607 <a href="mailto:rachel@rawlearning.co.uk">rachel@rawlearning.co.uk</a>
<b>DEPUTY DESIGNATED SAFEGUARDING LEAD:</b>	Nicola Wiltshire 07506 853613
<p><b>Southend City Council Children's Services (SCS)</b>  <b>Children's Social Care, Southend Borough Council:</b>            Where schools have concerns for the safety and welfare of a child or young person.            Response within 48 hours (1/8/24)  <b>OUT OF OFFICE HOURS:</b> To make URGENT referrals</p>	01702 215007 Option 1 Mon-Thurs 09.00-17.30; Fri 09.00-14.30 <a href="mailto:c-spoc@southend.gov.uk">c-spoc@southend.gov.uk</a>  0345 606 1212
<p><b>SAFEGUARDING &amp; CHILD PROTECTION CO-ORDINATOR &amp; LOCAL AUTHORITY DESIGNATED OFFICER (LADO):</b>            Where there are concerns/allegations in respect of people working with children            Response within 24 hours (1/8/24)</p> <p><b>Emergency Duty Service (Immediate Out of Hours Response)</b></p> <p><b>SAFEGUARDING ADVISOR</b></p>	Duty Officer 03330 139 797 <a href="mailto:lado@essex.gov.uk">lado@essex.gov.uk</a>  <a href="mailto:safeguardingforchildren@southend.gov.uk">safeguardingforchildren@southend.gov.uk</a>  0345 606 1212  Sharon Langston 01702 534591 <a href="mailto:sharonlangston@southend.gov.uk">sharonlangston@southend.gov.uk</a>
<b>Southend, Essex and Thurrock Child and Adolescents Mental Health Service (SET CAMHS)</b>	0800 953 0222
<p><b>PREVENT</b> referrals should be reported in line with other safeguarding procedures</p> <p>Non-emergency police number</p> <p>Advice for radicalisation</p>	Essex Police can be contacted re: PREVENT concerns at: <a href="mailto:PREVENT@essex.pnn.police.uk">PREVENT@essex.pnn.police.uk</a>  101  0207 340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
<b>NSPCC Whistleblowing Advice Line</b>	0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Disclosure and Barring Service</b>	Disclosure & Barring Service, PO Box 3961, Royal Wootton Bassett, SN4 4HF. 03000 200 190

	<a href="mailto:customerservices@dba.gov.uk">customerservices@dba.gov.uk</a>
<b>Teaching Regulation Agency</b>	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT 0207 593 5393 <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>

This policy was adopted by	Raw Learning
On	1 <sup>st</sup> August 2024
Date to be reviewed	1 <sup>st</sup> August 2025
Signed on behalf of the provider	<i>Rachel King</i>
Name of signatory	Rachel King
Role of signatory	Director