RMF Child Protection & Safeguarding

Policy and Procedures

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Written By	Marilena Ward
Reviewed By	Jane Coleman, Guy Kingham
Approved By	Richard Bradford (for RMF Trustees)

Key Contacts - Child Protection and Safeguarding

Role	Name	Contact
RMF Designated Safeguarding Lead (DSL)	Jane Coleman	**Phone**: 07921 339991 **Email**: jane.coleman@rmfoundation.co.uk
RMF Deputy Designated Safeguarding Lead	Kim Hammond	**Phone**: 07523 268264 **Email:** kim.hammond@rmfoundation.co.uk
Brighton & Hove Safeguarding Children Partnership	Front Door for Families	**Phone**: 01273 290400 during working hours(9am 5pm, Mon- Thurs, and 9am - 4:30pm on Friday). Outside working hours phone the Emergency Duty Service on 01273 335905 or 01273 335906. **Email:** FrontDoorforFamilies@brighton-hove.gov.uk
East Sussex Safeguarding Children Partnership	Single Point of Advice (SPoA) team	**Phone**: 01323 464222 (Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm). 01273 335905 (outside normal working hours) **Email**: 0-19.SPOA@eastsussex.gov.uk
West Sussex Safeguarding Children Partnership	Integrated Front Door (IFD)	**Phone**: 01403 229900 (9am - 5pm Mon- Fri) 0330 222 6664 (outside office hours) 07711 769657 (duty Social Worker outside of office hours - no texts). **Information Portal:** https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/request-support-or-raise-a-concern-about-a-child/

In an Emergency (e.g., if a child is in danger or has been left alone) CALL 999

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RMF Child Protection and Safeguarding Policy

1. Introduction

a) Safeguarding children and young people is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
b) The welfare of all children participating in RMF programmes is our paramount concern. Our Trustees and staff will ensure that our organisation will safeguard and promote the welfare of children and work together with other agencies to ensure that RMF has adequate arrangements to identify, assess and support those children and young people who are suffering or likely to suffer harm.
c) This policy is provided so that all representatives of the Russell Martin Foundation (RMF) understand their child protection and safeguarding responsibilities, and are aware of the policies and procedures in place to deal with such issues.
d) It is important that this policy is discussed by the Board of Trustees, and RMF must ensure it adheres to this policy in full.
e) RMF's designated welfare officer – referred to as the Designated Safeguarding Lead (DSL) – is an integral requirement of this policy.

2. Our Ethos

f) At RMF we strive to be a place where all students, programme participants, staff and helpers, as well as families and other visitors will be made welcome and comfortable and where we will treat each other with respect.
g) RMF believes that all children have the right to protection from neglect and abuse and that their welfare is of paramount importance.
h) RMF is an organisation where learning and personal development takes place in a climate of trust and confidence and where we value everyone's unique contribution to our community.
i) RMF is committed to safe recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection and safeguarding training through our staff induction programmes and via continuing professional development opportunities.
j) RMF believes it should provide caring, positive, safe and stimulating environments that promote its values and the emotional, mental health and wellbeing of the individual child.
k) RMF recognises the importance of working in a trauma-informed way, based on the understanding that a child's experiences of adversity and trauma can have long-term impact and leave them vulnerable to further harm, as well as disadvantaged in facing barriers to attendance, learning, behaviour and mental health. RMF's trauma-informed approach is described in Section 6- Supporting Children.
l) RMF recognises the importance of providing an environment within our programmes that will help children and young people feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise the need to teach children the skills they need to stay safe and to ask for help if they need it.
m) RMF recognises that all adults working within RMF, including permanent and

temporary staff, volunteers and trustees, have a full and active part to play in protecting our students from harm. We recognise the importance of enabling all adults to share the full range of possible concerns about students and about adults promptly.

n) RMF will work with partners and parents, to build an understanding of the organisation's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3. Scope and Definitions

a) In line with the law, this policy defines a child as anyone under the age of 18 years.
b) By student we mean any child or young person participating in RMF programmes or activities.
c) When we say 'RMF' or 'the Organisation' we are referring to the Russell Martin Foundation.
d) This policy applies to all members of staff in RMF, including all permanent, temporary and ancillary staff, trustees, volunteers, contractors and external service or activity providers.

4. Legal Framework

a) *The Children Act 2004* places duties on a range of organisations, agencies and individuals to ensure their functions, and any services that they contract out to others, are carried out with full regard to the need to safeguard and promote the welfare of children.
b) *Working Together to Safeguard Children (2023)* states that

i. "Individual organisations and agencies working with children and families have specific statutory duties to promote the welfare of children and ensure they are protected from harm."
ii. Such organisations include "voluntary, charity and private sector organisations" because "They may as part of their work provide a wide range of activities for children and have an important role in safeguarding children and supporting families and communities."
iii. Organisations also include sports clubs and sports organisations, including voluntary and private sector providers, that deliver a wide range of sporting activities to children. "All should have the arrangements described … in place and should collaborate to work effectively with the safeguarding partners as required by any local safeguarding arrangements. Paid and volunteer staff need to be aware of their responsibilities for safeguarding and promoting the welfare of children, how they should respond to child protection concerns and how to make a referral to local authority children's social care or the police if necessary."

c) This policy and the accompanying procedures have been developed in accordance with the local and national statutory and non-statutory guidance and procedures detailed in the Appendix, including *Keeping Children Safe in Education (September 2025).*

5. Roles and Responsibilities

a) RMF's lead person with overall responsibility for child welfare, protection and safeguarding is the **Designated Safeguarding Lead (DSL)**. We also have a Deputy Designated Safeguarding Lead to ensure there is appropriate cover for this role at all times. The Designated Safeguarding Lead is a member of the RMF's Senior Strategic Team. The Designated Safeguarding Lead's responsibilities are described in the Appendix (A).

b) The Safeguarding Trustee

i. RMF's Safeguarding Trustee:
- Represents the Safeguarding Function on the Board of Trustees and offers the RMF Board and management advice and guidance around Safeguarding matters. The DSL will disseminate any information around new legislation or best practice to the Safeguarding Trustee.
- The Safeguarding Trustee has the responsibility to ensure all RMF's Safeguarding Policies and Procedures are adhered too.
- Provides support to RMF's DSL on an on-going basis. This includes support in dealing with safeguarding issues as they arise and in the production of new policies and procedures.
- Supports RMF's DSL and Deputy DSL around staff training when required.

ii. RMF's Safeguarding Trustee is Richard Bradford.

c) The **CEO** will ensure that the policies and procedures adopted by the RMF Trustees are fully implemented, and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

d) The **case manager for dealing with low-level** concerns about the conduct of RMF staff, supply staff or volunteers is the CEO. The case manager for dealing with low-level concerns about the conduct of the CEO is the Chair of Trustees. The procedure for managing low-level concerns is in RMF's Disciplinary Policy and Procedure (in the Staff Manual). A low-level concern is a breach of the staff code of conduct that does not meet harm threshold for it to be deemed an allegation of abuse.

e) The **case manager for dealing with allegations of abuse** made against RMF staff members, supply staff or volunteers is the CEO. The case manager for dealing with allegations against the CEO is the Chair of Trustees. The procedure for managing allegations is detailed in the Appendix.

f) **The Board of Trustees** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within RMF's ethos and reflected in RMF's day-to-day practice. Trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010.

g) **All staff members, trustees, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child or young person.

h) **All staff members, trustees, volunteers and external providers** are able to recognise behaviours which breach the staff code of conduct and know what to do if they are concerned about the behaviour of an adult.

6. Supporting Children

a) RMF recognises the significant impact of trauma on children and families, and it recognises that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated or feel some sense of blame. RMF programmes may be the only stable, secure and predictable element in their lives.
b) RMF accepts that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We understand the need to work in a trauma-informed way with these children and their families.
c) RMF recognises that children can be at risk in a range of contexts (community, home, school, referred to as 'contextual safeguarding') and from their peers, and not just from adults. We understand that all children involved in child-on-child abuse need protection and support.
d) We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. We recognise how important it is that staff determine how best to build trusted relationships with children and young people which facilitate communication.
e) We recognise that the fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. We therefore ensure that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with trusted members of staff.
f) RMF will support all students by:

i. including social and emotional aspects of learning in its programmes, and where appropriate education about drugs, alcohol, tobacco, relationships and sex education;
ii. ensuring that discussion of online safety issues is included in RMF programmes where appropriate, enabling children and parents/carers to use these responsible and enabling them to learn about the risks and potential harms of new technologies and social media including misinformation, disinformation (including "fake news") and conspiracy theories.
iii. ensuring that child protection issues are included in RMF programmes where appropriate to help children stay safe in a range of contexts, including online, to recognise when they do not feel safe and to identify who they can or might talk to;
iv. building resilience to radicalisation by promoting British values and enabling them to challenge extremist views;
v. ensuring all staff understand that children and young people must be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse of any kind;
vi. providing students with a number of appropriate adults to approach if they are in difficulties;
vii. supporting students' development in ways that will foster security, confidence and independence;
viii. encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;

ix. ensuring all staff understand their responsibility for safeguarding and know what to do if they have a concern for a child's wellbeing;
x. ensuring all staff understand their responsibility for safeguarding and know what to do if they have a concern about the behaviour of an adult;
xi. ensuring all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them;
xii. ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate;
xiii. liaising and working together with other support services and those agencies involved in safeguarding children;
xiv. monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures;
xv. monitoring children who have been identified as having welfare or protection concerns and providing appropriate support;
xvi. participating in Operation Encompass, so that we receive notification from police of domestic abuse incidents involving children (incidents in which a child was present, ordinarily resides at the incident location or with an involved party).

7. Child Protection and Safeguarding Procedure

a) RMF has a structured procedure which is in line with *the Sussex Safeguarding and Child Protection Policy and Procedures,* and which will be followed by all members of the RMF community in cases of suspected abuse.
b) In line with the procedures, the first point of contact in the Local Authority's (LA's) Safeguarding Children Partnership (e.g., *Front Door for Families* in Brighton and Hove, *Integrated Front Door (IFD,)* in West Sussex, or *Single Point of Advice (SPoA)* team in East Sussex*)* will be notified by RMF as soon as there is a significant concern.
c) The name of RMF's Designated Safeguarding Lead will be clearly advertised in RMF premises.
d) RMF will ensure all parents and carers are aware of the responsibilities of RMF staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing this policy and procedure on our website and by referring to them in other relevant RMF materials.
e) RMF will monitor any cases that we have been made aware of as needing early help and consider referral to Children's Services if a situation does not improve.
f) RMF will monitor referrals to Children's Services and follow up if an answer it not forthcoming.
g) RMF will refer cases where there is a radicalisation concern to the local *Channel* programme as required.

8. Reporting Concerns If Worried About a Child

a) **Safeguarding children is everyone's responsibility: if you are worried about a child, it is important that you report your concerns – no action is not an option.**
b) If you suspect or believe a child is suffering or is likely to suffer Significant Harm, including any form of mistreatment or abuse, or if you are concerned about your own behaviour and need advice or support – please contact the following:

i. Brighton and Hove

Email FrontDoorforFamilies@brighton-hove.gov.uk

You can also use the 'Front Door For Families' online referral form

https://www.brighton-hove.gov.uk/frontdoorforfamilies/refer-child-or-family-front-door-families

Telephone 01273 290400 during working hours (9am to 5pm, Mondays - Thursdays and 9.00am to 4.30pm Fridays). Outside working hours phone the Emergency Duty Service on 01273 335905 or 01273 335906.

ii. West Sussex

Contact Integrated Front Door (IFD). They recommend completing their online form to report any concerns.

Visit https://socialcareportal.westsussex.gov.uk/s4s/FormDetails/FillForm?formId=470

Or you can phone: 01403 229900 (Monday to Friday, 9am to 5.00pm)

Professionals must use the online form unless there is an emergency safeguarding concern.

For the West Sussex Emergency Duty Team (EDT) outside of office hours (5.00pm-9.00am weekdays) or at weekends and bank holidays, call 033 022 26664. Or phone 07711 769657 (duty Social Worker - no texts).

iii. East Sussex

Contact Single Point of Advice (SPoA).

Members of the public can phone: 01323 464222 (Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm).

Professionals must complete an online referral via the Children's Portal. Visit https://www.eastsussex.gov.uk/children-families/worried-about-a-child

01273 335905 or 01273 335906 (outside normal working hours) - this serves as Emergency Duty Service for Brighton and Hove as well as East Sussex.

Email: 0-19.SPOA@eastsussex.gov.uk

iv. In An Emergency

If a child is in immediate danger or left alone, you should contact the Police or call an Ambulance (call 999).

The emergency operator will need to take your name, address and details of what has happened. This will take time, but it is important to get all of the information from you so that they can send the appropriate resources to you if necessary.

v. Reporting Female Genital Mutilation (FGM)

FGM is illegal in the UK. Any discovery or disclosure about FGM concerning a child, should be treated as a child protection concern and be reported to the police by the member of staff who received the disclosure. This is a mandatory reporting duty which RMF's DSL or DDSL will support.

c) Student Concerns Outside of School

If any students have Safeguarding concerns that arise outside of school or RMF programmes:

i. We would advise that a student discuss any concerns which arise outside of school or RMF programmes with their parents/carers.
ii. If this is not possible then the student can speak to their teacher or coach at school or at RMF.
iii. Students and parents/carers can report concerns to Local Authority's Safeguarding team using the details above.
iv. If a child is in immediate danger or left alone, you should contact the Police or call an Ambulance (call 999).

d) Safeguarding When Abroad or Away

i. All RMF trips are fully risk assessed. This ensures that activities undertaken whilst away are safe and also that staff understand the risks that students face. Safeguarding concerns are picked up within this detail for each trip.
ii. RMF staff who are selected for trips are carefully considered. This ensures that there are experienced staff who can run the trip and that they are mixed gender. All the staff are trained in Safeguarding procedures. There is also a member of Senior Management 'on duty' back home who has the emergency phone to offer support to those on the trip.
iii. In addition, students are given contact information for all staff on the trip and are able to raise concerns to them, or via the 'on duty' home contact.

9. Record Keeping and Registers

a) RMF ensure that records are maintained appropriately for all children attending our programmes and activities.

b) Registers are taken on all RMF programmes and activities, at the start and end of each session. Only information essential to the child's safe participation of that activity is kept on the registers.

c) For children with safeguarding concerns, we ensure that confidential stand-alone files are created and maintained.

d) RMF uses an in-house system with similar core functionality to CPOMs safeguarding software. This allows any member of RMF staff to raise a Safeguarding concern, the Safeguarding team are then automatically alerted to a concern by email.

e) The nature of the concern is not contained within the email but is recorded in a secure area of Microsoft Teams, this allows careful control of access to information and limits the chances of a data breach.

f) The individual concerns raised within Teams can then be added to in chronological order, enabling a robust history of actions taken. Comments are automatically time stamped and the name of the associated member of staff recorded. This system allows for a comprehensive audit trail.

g) Access to information is visible to RMF Safeguarding Staff and Centre Managers (where necessary) to maximise confidentiality.

h) Safeguarding concerns regarding ETP students are shared with respective schools by Centre Managers or where a school can provide access, added directly to their own CPOMS/ My Concern or similar system.

i) We will continue to support any student leaving RMF about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the student's school as a matter of priority.

j) Where a child is transferring to a school in a different Local Authority, or to an independent school, or to be Electively Home Educated, the child protection or welfare concern records will be copied before sending to the next school/LA. In this case the copies will be retained by RMF for six years.

k) The student's final school (secondary) will retain any Child Protection files until DoB+25 years.

10. Safer Workforce and Managing Allegations or Low-Level Concerns Against Staff and Volunteers

a) We will prevent people who pose risks to children from working in our organisation by ensuring that all individuals working in any capacity at RMF have been subjected to safeguarding checks in line with the statutory guidance including *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025.*

b) We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working with children on RMF programmes. This may include reassurance that DBS checks have been completed or in the case of regular attendees at our centres, completing our own DBS checks.

c) Where visitors without RMF DBSs are in contact with students they will be accompanied by an RMF member of staff at all times

d) We will ensure that any agency worker presenting for work is the same person on whom the checks have been made.
e) Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
f) We will ensure that at least one member of every interview panel, for recruiting new staff, has completed safer recruitment training.
g) We have a procedure in place to handle allegations against members of staff, supply staff and volunteers in line with statutory guidance.
h) We have a Staff Code of Conduct and Disciplinary Policy and Procedure in place to handle low-level concerns about members of staff, supply staff and volunteers in line with statutory guidance.

11. Staff Induction, Training and Development

a) All new members of staff will be given an induction which includes child protection training proportionate to their roles and responsibilities.

This will include understanding the impact of trauma; how to recognise signs of abuse and mental health problems, how to respond to any concerns, how to support local multi-agency procedures (e.g., providing information), online safety including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, familiarisation with the child protection policy, RMF's staff behaviour code of conduct and the role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL).

b) RMF will ensure that staff understand the difference between a safeguarding or wellbeing concern, and a child in immediate danger or at risk of significant harm.
c) This induction will include all members of staff having read 'Part One: Safeguarding Information for All Staff' from the latest edition of *Keeping Children Safe in Education,* and also the appropriate 'Annex' sections if their role involves direct work with children.
d) It will include training on in-house safeguarding software systems and partner school systems as applicable.
e) The CEO will undergo child protection training, when appointed to the post and then refreshed every three years.
f) The DSL will undergo child protection training, when appointed to post and then refreshed every two years. And they must also update their general child protection knowledge and skills at least annually.
g) All staff, proportionate to their roles and responsibilities, will undergo child protection refresher training annually and will be provided with regular information to ensure their skills and knowledge are current.
h) As part of annual refresher training, all staff will be required to read 'Part One: Safeguarding Information for All Staff' from the latest version of *Keeping Children Safe in Education,* and the appropriate 'Annex' sections if their role involves direct work with children.
i) Extra child protection training will take place each term for new staff starting during the academic year.
j) All teaching staff and support staff will have done Prevent Awareness training to help spot and prevent radicalisation of children.

http://www.elearning.prevent.homeoffice.gov.uk

k) Teachers and coaches will have training and ongoing support to deliver remote education if applicable.
l) RMF's nominated Trustee for Safeguarding will undergo appropriate training prior to or soon after appointment to the role and this training will be updated every two years.
m) RMF will ensure that staff members provided by other agencies and third parties, such as supply teachers, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole organisation training if it takes place during their period of work for RMF.
n) The DSL will provide a regular briefing to all RMF staff on any changes to child protection legislation and procedures and any relevant learning from local and national Child Safeguarding Practice Reviews, local service provision and any local safeguarding concerns.
o) RMF will maintain accurate records of satisfactory completion of all staff members' child protection and safeguarding training.

12. Confidentiality, Consent and Information Sharing

a) RMF recognises that all matters relating to child protection are confidential.
b) The CEO or the Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need-to-know basis only and in the best interests of the child.
c) All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
d) All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
e) All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.
f) We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

13. Multi Agency Working

a) RMF will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and LA Safeguarding Children Partnerships. We recognise that professional challenge has an important role to play in ensuring effective safeguarding.
b) We will ensure that relevant staff members participate fully in multi-agency meetings that support particular children and families, including child protection conferences and core groups, child-in- need network meetings, early help meetings, and strategy discussions.
c) We will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the local Safeguarding Children Partnership.
d) We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

14. Contractors, Service Providers and Other Activity Providers

a) We will ensure that any contractors and providers are aware of RMF's Child Protection and Safeguarding Policy and Procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

b) We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with the latest version of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.*

c) If assurance is not obtained, permission to work with our children or to use our premises where children are involved may be refused.

d) When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

e) When we hire out our premises, we will ensure that safeguarding requirements are included in the agreement as a condition of use and occupation of the premises, such that failure to comply will lead to termination of the agreement.

15. Whistleblowing and Complaints

a) We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

b) We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the CEO, the Chair of the Trustees or with the Local Authority Designated Officer (LADO).

c) Should staff not feel able to raise concerns with RMF they can call the NSPCC helpline on 0808 800 5000.

d) We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

e) We will actively seek views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

f) RMF also supports The FA's Reporting Safeguarding Concerns Policy. We encourage participants and staff on our football programmes to know about it and utilise it if necessary. Anyone with a concern about the welfare of a child or the behaviour of an adult towards a child or young person under 18 years of age in football, must refer it to The FA Safeguarding team. The team is staffed by professionals experienced in dealing with these concerns. Referring a concern can be done via your club, league or County FA – all will have a designated safeguarding officer (DSO). Alternatively, you can email the FA directly via safeguarding@thefa.com. If the matter is urgent and you cannot contact your club or County FA designated safeguarding officer, call the NSPCC 24-hour helpline on 0808 800 5000 – or if it is an emergency because a child or children are at immediate risk, then call the police or children's social care in your area.

16. Site Security

a) All staff members have a responsibility to ensure that buildings and grounds used by RMF are secure and to report any concerns that come to light.
b) We check the identity of all visitors and volunteers coming into RMF premises or programme venues. Any adults without appropriate checks in place will be accompanied at all times by a member of staff. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
c) Visitors are expected to sign in and out in the visitors' log and to display a visitor's badge while on an RMF site.
d) RMF will not accept the behaviour of any individual, parent/carer or anyone else, that threatens RMF venue or programme security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the site.

17. Quality Assurance

a) RMF will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by RMF's DSL.
b) We will complete an audit of our safeguarding arrangements if required by partners or relevant outside agencies.
c) RMF's senior management and its Trustees will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

18. Policy Review

a) This policy and procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the individual policy review cycle.
b) RMF's DSL will ensure that all RMF staff members are made aware of any amendments to relevant policies and procedures.

Appendix A –

Role of RMF's Designated Safeguarding Lead (DSL)

See also *Keeping Children Safe in Education (2025).* The DSL's role includes:

1. **Managing Referrals, Including Prevent Duty**

a) Refer all cases of suspected abuse to the Front Door for Families (in Brighton and Hove) or to the Integrated Front Door (IFD) (in West Sussex) or to the Single Point of Advice (SPoA) team (in East Sussex) and to the Police if a crime may have been committed.
b) Cases which involve concern around a member of staff (including supply staff), or a volunteer should also be referred, via the CEO, to the LADO and the FA.
c) The Disclosure and Barring Service will also be informed where a person is dismissed or left the Organisation due to posing a risk or harm to a child.
d) Liaise with the CEO about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
e) Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
f) Liaise with agencies providing early help services and coordinate referrals from RMF to targeted early help services for children in need of support.
g) Monitor any cases referred to early help and consider referral to Children's Services where the situation does not improve.
h) Where there is a radicalisation concern (Prevent Duty):

i. Contact the relevant local Channel programme for support and advice:

- Brighton & Hove: **PreventReferralsbrightonandhove@sussex.pnn.police.uk**
- East Sussex: **PreventReferralseastsussex@sussex.pnn.police.uk**
- West Sussex: **PreventReferralswestsussex@sussex.pnn.police.uk**

ii. You can also call the national police Prevent Advice Line 0800 011 3764, in confidence, to share your concerns with specially trained officers.

iii. To make a Prevent Referral, fill out the National Online Referral form which is accessible via the relevant local authority's website:

- Brighton & Hove: https://www.brighton-hove.gov.uk/community-safety-partnership/prevent-terrorism-and-extremism/prevent-referral-form#:~:text=Download%20and%20complete%20the%20Prevent,.pnn.police.uk.
- East Sussex: https://czone.eastsussex.gov.uk/safeguarding/prevent-duty/report
- West Sussex: https://schools.westsussex.gov.uk/Services/3601

iv. **If it is an Emergency call 999.**

2. Keeping Records

a) Keep detailed, accurate, secure written records of child protection and safeguarding concerns and referrals.
b) Ensure a stand-alone file is created as necessary for children with safeguarding concerns. Maintain a chronology of significant incidents for each child with safeguarding concerns.
c) Ensure such records are kept confidentially and securely and separate from the child's educational, attendance or participation records.
d) Ensure all safeguarding concerns are recorded on RMF's in-house safeguarding software system. This allows any member of RMF staff to raise a safeguarding concern, and RMF's Designated Safeguarding team are then automatically alerted to the concern by email.
e) Where a new student is joining RMF's Extra Time Project (ETP), ensure that a check is made with their parent school for the existence of any child protection concern records.
f) As soon as a student with safeguarding concerns moves to another school, liaise with the new school's DSL for information sharing. For complex cases, include a summary of the history in the student's child protection record. Ensure the student's child protection or welfare concerns records are transferred to the new school as soon as possible. These files should be transferred separately from the main pupil file, using secure transit and obtaining confirmation of receipt.
g) Where a student is transferring to be Electively Home Educated or the destination school is not known, the child protection or welfare concern records should be retained by the school.
h) The final school will retain Child Protection files for at least DoB+25 years.

3. Sharing Information and Working with Other Agencies

a) Cooperate with Safeguarding Children Partnerships for enquiries under section 47 of the Children Act 1989.
b) Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
c) Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4. Training

a) The DSL will undertake appropriate Child Protection and Safeguarding training, updated at least every two years, and update knowledge and skills at least annually in order to:

   i. be able to recognise signs of abuse and how to respond to them, including special circumstances such as Child Criminal Exploitation, Child Sexual Exploitation, Female Genital Mutilation, fabricated or induced illness (see chapter 8 of the *Pan Sussex Safeguarding Children Partnership Children's Policies, Procedures and Practice Resource)*;
   ii. understand the assessment process for providing Early Help and intervention, e.g., Children's Services threshold documents, and guides to early help and

safeguarding services.

iii. have a working knowledge of how the Local Authority conducts initial and review child protection case conferences and contribute effectively to these;
iv. be alert to the specific needs of Children in Need (as specified in section 17 of the Children Act 1989), those with Special Educational Needs, pregnant teenagers and young carers.
v. be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
vi. be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming, misinformation, disinformation, conspiracy theories and radicalisation, and are confident they have the capability to support SEND children to stay safe online;
vii. take lead responsibility for understanding the filtering and monitoring systems and processes in place around RMF's IT systems, and ensuring these systems are set up to protect children from harm.

b) Undertake Prevent (concerns about radicalisation) awareness training.
c) Ensure each member of RMF staff has access to and understands RMF's Child Protection and Safeguarding Policy and Procedures, including providing induction on these matters to all new staff members, full or part time.
d) Organise whole-organisation child protection training for all RMF staff members annually. Ensure staff members who miss the training receive it by other means, e.g., by joining another organisation's training.
e) Ensure that all staff working with children receive training on the expectations, applicable roles and responsibilities in relation to IT filtering and monitoring.
f) Link with Brighton & Hove, West Sussex and East Sussex Safeguarding Children Partnerships to ensure RMF staff are aware of training opportunities and the latest local policies on safeguarding.
g) Obtain access to resources and attend any relevant or refresher training courses.
h) Ensure RMF allocates time and resources every year for relevant staff members to attend training.
i) Encourage a culture of listening to children and taking account of their wishes and feelings in any action RMF takes to protect them.
j) Maintain accurate records of staff induction and training.

5. Raising Awareness

a) Review RMF's Child Protection and Safeguarding Policy and Procedures annually and liaise with RMF's Board of Trustees to update and implement them.
b) Make the RMF Child Protection and Safeguarding Policy and Procedures document available publicly.
c) Raise awareness with all staff and parents/carers that referrals about suspected abuse may be made and what the role of RMF may be in any investigations that ensue.
d) Provide an annual briefing to RMF staff and trustees on any changes to child protection legislation and procedures and relevant learning from local and national Child Safeguarding Practice Reviews.
e) Help promote high aspirations and the best possible educational outcomes for

children/young people by sharing information with relevant staff and the RMF's Senior Strategy team (whilst maintaining appropriate levels of confidentiality) about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. This includes supporting teaching or coaching staff to identify the challenges that children in this group might face and the additional support and adjustments that they could make to best support these children; also ensuring that relevant staff know who these children are.

6. Monitoring Quality Assurance

a) Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).
b) Complete an audit of RMF's safeguarding arrangements at frequencies specified by the relevant LA Safeguarding Children Partnership.
c) Provide regular reports, including an annual report, to RMF Trustees detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
d) Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

Appendix B -

Child Protection and Safeguarding Procedure - Detail

1. Definitions

a) **Abuse,** including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.
b) **Children** are any people who have not yet reached their 18th birthday; a 17-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
c) **Child Protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
d) Safeguarding Children is the action we take to promote the welfare of children and protect them from harm. This is defined in *Working Together to Safeguard Children: A Guide to Inter Agency Working to Safeguard and Promote the Welfare of Children (2023)* as:

i. protecting children from maltreatment;
ii. preventing impairment of children's health and development;
iii. ensuring children grow up in circumstances consistent with the provision of safe and effective care;
iv. taking action to enable all children to have the best outcomes.

e) Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
f) Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
g) **Significant Harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

For more definitions, see *Sussex Safeguarding and Child Protection and Policies and Procedures* https://www.sussexsafeguardingchildrenprocedures.co.uk

2. Categories of Abuse

a) **Emotional abuse** is the persistent emotional maltreatment of a child so that it causes severe and persistent adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may involve:

i. making a child feel inadequate

ii. making a child feel they are there only to meet another's needs
iii. inappropriate age or developmental expectations
iv. overprotection and limitation of exploration, learning and social interaction
v. seeing or hearing the ill treatment of another, e.g., domestic abuse
vi. making the child feel worthless and unloved - high criticism and low warmth
vii. serious bullying (including cyber bullying)
viii. exploitation or corruption

b) **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent or carer failing to:

i. provide adequate food, clothing and shelter, including exclusion from home or abandonment
ii. protect a child from physical and emotional harm or danger
iii. ensure adequate supervision, including the use of inadequate care givers
iv. ensure access to appropriate medical care or treatment
v. ensure regular school attendance
vi. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

c) **Physical abuse**

i. Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
ii. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
iii. Physical abuse is not solely perpetrated by adults. Children can also commit acts of physical abuse.

d) **Sexual abuse** involves forcing or enticing a child or young person under the age of 18 to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

i. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts.
ii. They may include non-contact activities, such as involving children looking at or being involved in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
iii. Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them.
iv. It could take the form of grooming of children, e.g., to take part in sexual activities or to post sexual images of themselves on the internet.
v. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3. Specific Safeguarding Issues

a) Staff members need to be aware of specific safeguarding issues and be alert to any risks. The ***Sussex Safeguarding and Child Protection and Policies and Procedures*** **https://www.sussexsafeguardingchildrenprocedures.co.uk** has detailed information about specific issues and the local procedures to respond to risks. These include issues such as:

i. Child Sexual Exploitation
ii. Female Genital Mutilation
iii. Private Fostering

b) *Keeping Children Safe in Education* identifies the following specific safeguarding issues and contains additional information about these:

i. Children and the court system
ii. Children missing from education
iii. Children with family members in prison
iv. Child sexual exploitation (CSE)
v. Child criminal exploitation (CCE) and County Lines
vi. Cybercrime
vii. Domestic abuse
viii. Homelessness
ix. Harmful traditional practices including so-called 'honour-based' violence, female genital mutilation (FGM), FGM mandatory reporting duty for teachers, forced marriage, and practices such as breast ironing.
x. Preventing Radicalisation - the Prevent Duty
xi. Channel
xii. Child on child abuse – bullying and cyberbullying.
xiii. Child on child abuse – physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
xiv. Child on child abuse– initiation/hazing type violence and rituals
xv. Child on child abuse – sexting, sharing nudes/semi nudes (youth produced sexual imagery)
xvi. Child on child abuse– sexual violence and sexual harassment
xvii. Child on child abuse– upskirting
xviii. Bullying
xix. Drugs
xx. Health and wellbeing
xxi. Private fostering
xxii. Child abduction and community safety incidents
xxiii. Mental health
xxiv. Modern Slavery and the National Referral Mechanism
xxv. Serious violence

c) *Keeping Children Safe in Education* covers child on child sexual violence and sexual harassment. RMF will follow its guidance on how you should respond to reports of child-on child sexual violence and sexual harassment. *Keeping Children Safe in Education* explains what actions should be taken immediately after such a report

under the following headings:

i. Responding to reports of sexual violence and sexual harassment.
ii. The immediate response to the report – what do staff do.
iii. Risk assessment – when there is a report of sexual violence an immediate risk and needs assessment should be undertaken.
iv. Seek early help with a multi-agency approach.
v. Refer to children's social care.
vi. Report the case to the police.

d) *Keeping Children Safe in Education* contains important additional information about online safety. Communication with parents/carers is used to reinforce the importance of children being safe online. Parents/carers are likely to find it helpful to understand what systems RMF uses to filter and monitor online use. We will ensure that parents/carers are aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from RMF (if anyone) their child is going to be interacting with online. Trustees will provide students with a safe environment in which to learn and will do all that they reasonably can to limit students' exposure to risks from the RMF's IT system.
e) Staff should know that the latest version of *Keeping Children Safe in Education* contains an exhaustive bank of resources and advice that everyone can access to provide support and guidance when dealing with any safeguarding concerns.
f) The LA Safeguarding Children Partnerships have additional information and guidance on some of these issues at:

www.bhscp.org.uk/ (Brighton and Hove)

www.westsussexscp.org.uk (West Sussex)

www.esscp.org.uk (East Sussex)

g) Filtering and Monitoring

i. RMF's Trustees and Senior Strategy and Operational teams led by the DSL, are responsible for limiting children's exposure to the above risks from RMF's IT system.
ii. The leadership teams and all relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified. They consider those who are potentially at greater risk of harm and how often they access RMF's IT system.
iii. We review filtering and monitoring provision at least annually.
iv. We block harmful and inappropriate content without unreasonably impacting teaching and learning.
v. We have effective monitoring strategies in place that meet our safeguarding needs.

h) Children Missing from Education

i. If children are missing from education, particularly repeatedly, this can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or

risk of forced marriage.

ii. Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

iii. Staff should be aware of RMF's or the relevant parent school's attendance and unauthorised absence from school policy and the LA's children missing from education procedures.

iv. Our staff will inform the student's parent school on a daily basis.

i) Further Information on Child Sexual Exploitation

i. Child sexual exploitation is a form of child sexual abuse. It occurs where 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.

ii. The victim may have been sexually exploited even if the sexual activity appears consensual.

iii. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

iv. Like all forms of child sex abuse, child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex.

v. It can still be abuse even if the sexual activity appears consensual;

vi. It can include both contact (penetrative and non-penetrative) and non-contact sexual activity;

vii. It can take place in person or via technology, or a combination of both;

viii. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

ix. It may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media);

x. It can be perpetrated by individuals or groups, males or females, and children or adults.

xi. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

xii. It is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

xiii. Some of the following signs may be indicators of sexual exploitation in children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs or alcohol;
- go missing for periods of time or regularly come home late

- regularly miss education or do not take part in education

j) Further Information on Child Criminal Exploitation

i. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs who groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
ii. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs, and a referral to the National Referral Mechanism should be considered.
iii. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

k) Further Information on Domestic Violence and Abuse

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

l) Further Information on Homelessness

i. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Homelessness Reduction Act 2017 places a duty to refer service users for support. The DSL and DDSL should be aware of contact details of the Local Housing Authority so they can raise and progress concerns at the earliest opportunity.
ii. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
iii. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral to the LA's Children's Safeguarding Partnership where a child has been harmed or is at risk of harm.
iv. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. The LA's Children's Safeguarding Partnership will be the lead agency for these young people and DSL or DDSL should ensure appropriate referrals are made based on the child's circumstances.

m) Further Information on Female Genital Mutilation (FGM)

i. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the LA's Children's Safeguarding Partnership.
ii. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents/carers and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to educational establishment or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.
iii. Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher or other member of staff before seeking help from the police or social services. Sometimes the student's friends

report it to staff. Teachers, lecturers or other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

iv. Staff should be aware of mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found in the latest version of *Keeping Children Safe in Education*.

n) Further Information on Forced Marriage

i. A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.
ii. The pressure put on people to marry against their will can be physical, including threats of violence, actual physical violence and sexual violence. or emotional and psychological (e.g., shame and coercion). Financial abuse can also be a factor.
iii. Whilst it is unlikely that primary-age students will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.
iv. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
v. On 27 February 2023 the Marriage and Civil Partnership (Minimum Age) Age Act 2022 entered into force in England and Wales. This means that 16 and 17-year-olds are no longer allowed to marry or enter into civil partnerships, even with parental consent.

o) Further Information on Preventing Radicalisation

i. The Counter Terrorism and Security Act came into force on 1 July 2015. It places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise
ii. of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of students, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.
iii. The Counter Terrorism and Security Act also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.
iv. Educational establishments which are required to have regard to Keeping

Children Safe in Education are listed in the Act as partners of the panel.

v. *The Channel Process* is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs, and the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

vi. *Prevent.* Prevent sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms such as substance abuse, involvement in gangs and physical and sexual exploitation. Prevent is one part of the government's overall counter-terrorism strategy, CONTEST. The aim of Prevent is to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

- *Prevent Duty Training.* This training is for people working in sectors covered by the Prevent duty, such as: education, health, local authorities, police, criminal justice agencies (prisons, probation, youth justice). Other sectors that are not covered by the Prevent duty may also complete this training. Training offers an introduction to the Prevent duty. It explains about different extremist ideologies that can lead to terrorism, the risk around radicalisation, and your supportive role. It also covers making a Prevent referral that is both informed and made with good intention, and the interventions and support available https:// www.support-people-vulnerable-to-radicalisation.service.gov.uk

- *Prevent in Sussex.* Sussex Police and the local authorities have local strategies for preventing vulnerable people from being radicalised into violent extremism. Working together with other partners including educational establishments and community groups, everyone has a role to play in the Prevent agenda, which includes:
  - Promoting awareness of the Prevent strategy within your organisation and partners, including local risks, roles and responsibilities.
  - Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns.
  - Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism.
  - Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
  - Indicators of terrorist activity.

For more information visit the relevant LA's Prevent website or Sussex Police https://www.sussex.police.uk/advice/advice-and-information/t/prevent/prevent/

vii. The Department for Education provides Prevent duty advice for educational establishments and childcare providers at:

https://www.gov.uk/search/all?keywords=Prevent+duty+advice+for+educational+establishments+and+childcare+providers

p) Further Information on Sharing Nudes/Semi Nudes, Sexting and Upskirting

i. **Sexting** is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The Designated Safeguarding Lead should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. School staff must actively avoid viewing any images. School staff should seek to preserve evidence. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved.
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act.
- If other knowledge of either the sender or recipient may add cause for concern.

ii. If these characteristics present cause for concern, then escalate or refer the incident. If not, manage the situation, accordingly, recording details of the incident, action and resolution.

iii. See "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (published by UKCCIS) at https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

iv. **Upskirting** is a criminal offence. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

At RMF we will adopt the following procedures for inappropriate phone use:

- In addition to the procedures in place for dealing with students who access their phones during classroom or other activities it is also important that students are aware that any inappropriate use of mobile devices within school or the RMF activity programme will not be tolerated.

- Incidents where devices are used for sending derogatory, abusive or threatening messages or for sending or receiving violent or indecent material will result in the student having to deposit their device at the start of the school day or session and recover it at the end of the day or session.
- The time period for these sanctions will depend on the nature of the incident.
- If such incidents occur during the school day or the RMF activity programme, then RMF will take appropriate action and inform the relevant personnel and/or authorities.

q) Further information on Private Fostering

i. Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify the LA's Children's Services. Often this is because they are unaware of the requirement. They believe this is a private family arrangement which does not concern anybody else.
ii. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbie who was a privately fostered child.
iii. **Private Fostering definition.** Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. The following are considered to be relatives: a stepparent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.
iv. Private fostering is a private arrangement made by the parent(s), or those with parental responsibility, for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or into prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.
v. Staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to the LA's Children's Services at least six weeks before it happens or within 48 hours if the arrangement has been made in an emergency.
vi. Alert your DSL who will ensure this is followed up with Children's Services and is assessed, approved and monitored.

4. Recognition of Abuse – What Signs to Look For

a) Staff members should refer to the detailed information about the categories of abuse and risk indicators in the ***Sussex Safeguarding and Child Protection and Policies and Procedures*** **(https://www.sussexsafeguardingchildrenprocedures.co.uk)** for further guidance.
b) In an abusive relationship, the child may:

i. appear frightened of their parent(s)/carer(s)
ii. act in a way that is inappropriate to their age and development, although full

account needs to be taken of different patterns of development and different ethnic groups

iii. be absent or missing from education

c) In an abusive relationship, the parent or carer may:

i. persistently avoid child health services and treatment of the child's illnesses
ii. have unrealistic expectations of the child
iii. frequently complain about or to the child and fail to provide attention or praise
iv. be absent
v. be misusing substances
vi. persistently refuse to allow access on home visits by professionals
vii. be involved in domestic violence and abuse
viii. be socially isolated

e) Child Safeguarding practice reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

f) Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

i. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
ii. children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
iii. communication issues can be a barrier to effective safeguarding.

5. Child on Child Abuse – Managing Allegations of Abuse Made Against Other Children

a) At RMF we strongly believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults and other children.

b) We also recognise that:

i. Some students will sometimes negatively affect the learning and wellbeing of others, and their behaviour will be dealt with under RMF's or the relevant school's Behaviour Policy or Anti-Bullying Policy when appropriate.
ii. We are mindful of the need to follow published guidance and to seek advice and support from other professionals when appropriate.
iii. We will report directly to police when guidance indicates that a criminal offence may have been committed.

c) Safeguarding allegations

i. It is important to remember that child-on-child abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against students by others in the school or the RMF programme, which are of a

safeguarding nature.

ii. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

iii. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found. The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student.

iv. Examples of safeguarding allegations made against another student could include:

Physical Abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse
- blackmail or extortion
- threats and intimidation

Sexual Abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation
- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts.

d) In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

e) **Minimising the risk of safeguarding concerns towards students from other students**

i. RMF will encourage students' understanding of what is acceptable behaviour, what is harmful behaviour, and how to keep themselves safe.

ii. RMF will have systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued.

iii. Children will be regularly reminded that RMF is committed to the safety and happiness of every student. They will be encouraged to let staff know if they are feeling unsafe, whether this is whilst attending RMF programmes or outside, and this may include:

- Feeling upset or unsafe

- Worried about a friend or a family member
- Being bullied
- Witnessed or have been a victim of harmful sexual behaviours.

iv. Children will be advised that they can speak to any member of RMF staff that they feel comfortable with, and that in turn that member of staff will speak to the safeguarding team, and that we will help.
v. In addition, RMF will deliver targeted work on assertiveness and keeping safe to those students identified as being at risk.
vi. On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.
vii. These students will need an individual risk assessment and risk reduction plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

f) What to Do

i. The initial response to a report from a child is important. It is essential that all victims are reassured 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. Nor should a victim ever be made to feel ashamed for making a report.
ii. If staff have a concern about a child or a child makes a report to them, they should follow RMF's safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to RMF's DSL.
iii. The DSL should make a referral to the LA's Safeguarding Children Partnership, as appropriate. If the allegation indicates a potential criminal offence has taken place, the Police should be contacted at the earliest opportunity and advice sought from them on appropriate follow-up.
iv. Unless other professionals advise otherwise RMF will inform parents (of both the student being complained about and the alleged victim).

g) Risk and Needs Assessment

i. RMF will follow Department for Education guidance and put in place a risk assessment and risk reduction plans for all children/young people affected by a report of peer-on-peer abuse.
ii. The plans should include how the children/young people will be supported. Wherever possible, this plan will be established in collaboration with the child/young person, their parents/carers and other professionals.
iii. The plan will be shared with the child/young person and their parents/carers and will be reviewed regularly.

6. Children's Services Threshold Documents

a) Children's Services Threshold Documents have been developed by each Local Authority (LA) so that everyone working with children within that LA has a common language for understanding the needs and risks surrounding children and their

families.

b) The Threshold Document does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners, and will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.
c) It is important that RMF staff members are familiar with their local LA's Threshold Document. The Threshold documents and guidance for each LA (Brighton and Hove, East Sussex and West Sussex) and these can be accessed at https://www.sussexsafeguardingchildrenprocedures.co.uk/thresholds/
d) By referring to the Threshold Document, RMF can identify when assessment and support for a child and family need 'stepping up' to a referral to Children's Services and when the needs of a child and their family have been reduced enough for them the be 'stepped down' to early help services.

7. What Action to Take If You Have Concerns About a Child

a) Safeguarding is everyone's responsibility, if you are worried about a child it is important that you report your concerns – no action is not an option.

b) Action by RMF Staff Members:

i. This applies to any member of RMF staff, trustees, volunteers, contractors or activity providers.
ii. Discuss your concerns with RMF's Designated Safeguarding Lead (DSL) or in their absence with the Deputy Designated Safeguarding Lead (DDSL) **as soon as possible before the child leaves for the day.** It is important that the child is not sent home without taking the right protective action.
iii. Record concerns and assign them to the DSL.
iv. If RMF's DSL or their deputy is not available, you should contact the Local Authority's Children's Safeguarding Partnership yourself, and immediately inform RMF's DSL about what actions you have taken.

c) Action by RMF Designated Safeguarding Lead (DSL)

i. If you are concerned that **the child is at risk of significant harm,** contact the Local Authority's Children's Safeguarding team immediately.
ii. If you believe that the child is **in immediate danger, or you suspect a crime has been committed**, you must also contact the Police immediately.
iii. If you believe the child is **not at risk of significant harm, but the child or their family may need support** then you must:

- Discuss your concerns with the parents/carers (and child if appropriate).
- Use the LA's Threshold Document to identify the level of need.
- Discuss your concerns with senior colleagues in another agency, if necessary.
- If your consultation results in the decision that the child and family are in need of help, provide additional support in school and/or refer the child or their family to other agencies providing **Early Help services**.

iv. Record all your consultations and decision-making and update the staff member who contacted you originally. Update the chronology and add referral letters and forms to the child's file; create a stand-alone file, if one does not exit. Continue to update the file, including the chronology, as work progresses.

8. Dealing with a Disclosure Made by a Child – Advice for All Staff

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

i. Listen to what is being said without displaying shock or disbelief.
ii. Only ask questions when necessary to clarify, and without suggesting what the answer might be.
iii. Accept what is being said.
iv. Allow the child to talk freely – do not put words in the child's mouth.
v. Reassure the child that what has happened is not his or her fault.
vi. Do not make promises that you may not be able to keep.
vii. Do not promise confidentiality – it may be necessary to refer the child to Children's Services.
viii. Stress that it was the right thing to tell.
ix. Do not criticise the alleged perpetrator.
x. Explain what has to be done next and who has to be told.
xi. Inform RMF'S Designated Safeguarding Lead (DSL) without delay.
xii. Complete a child protection incident/welfare concern form and pass it to the DSL.

b) Dealing with safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with RMF's DSL.

9. Discussing Concerns with the Family or Child – Advice for the DSL

a) In general, you should always discuss any concerns that RMF may have with the child's parents/carers. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
b) **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.
c) **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
d) When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
e) How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the LA's Safeguarding Children team or the Police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
f) If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
g) It is expected that you discuss your concerns with the parents/carers before making a referral to the LA's Safeguarding Children team, unless you consider this would place the child at increased risk of significant harm. Parents/carers will ultimately be made aware of which organisation made a referral.

10. Early Help for Children and Families

a) Most parents/carers can look after their children without the need of help other than from their family or friends. However, some parents/carers may need additional help from school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
b) RMF will work together with other agencies to provide a coordinated offer of early help to any child who needs it, in line with the latest version of *Working Together to Safeguard Children*, and local guidance.
c) We will pool our knowledge within RMF and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the LA's Threshold Document to identify what level of need the child or their family has.
d) We will work closely with targeted early help services, via the LA's Safeguarding Children team, and Children's Services if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
e) Early Help support is accessed by making a referral to the LA's Safeguarding Children team. Consent for this will need to be gained from the family first.

11. Local Authority (LA) Responses to Concerns About a Child

a) Once the LA's Safeguarding Children Partnership services has accepted a referral as needing a social-care-led response, a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
b) The evaluation of concerns and risks involve deciding whether:

i. the child needs immediate protection and urgent action is necessary; or
ii. the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
iii. the child is in need and should be assessed under section 17 of the Children Act 1989.

c) RMF will cooperate with the LA's Safeguarding Children Partnership and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
d)) If invited to do so, RMF will participate in any multi-agency discussions and share information about the child and their family to help plan the response to concerns.
e) We will share information about the child and their family for section 47 enquiries and family assessments undertaken by LA's Safeguarding Children Partnership.
f) We will ensure that a relevant staff member participates in any child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and where the child's wishes, and views are considered in their own right in planning.
g) We will ensure that we complete any actions allocated to us as part of a child protection plan or a family support plan, in a timely way.
h) We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

12. Information Sharing and Consent

a) It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
b) RMF may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by the LA's Safeguarding Children Partnership.
c) We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
d) The Data Protection Act and the General Data Protection Regulation are not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
e) We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
f) All staff must be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.
g) Staff should get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being.**
h) **Consent is not necessary** in cases where the LA's Safeguarding Children Partnership are making child protection enquiries under section 47 of the Children Act 1989.
i) Information needs to be shared with the LA's Safeguarding Children Partnership.; RMF staff members must make sure to record what information has been shared.
j) Consent is necessary, for:

   i. Children's Services investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Services will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker at the LA's Safeguarding Children Partnership.
   ii. Early Help Assessments. These assessments are undertaken with the agreement of the child and their parents or carers.

k) If you are in any doubt about the need for seeking consent, get advice from RMF's Designated Safeguarding Lead.
l) Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

13. Record Keeping

a) Good record keeping is an important part of RMF's accountability to children and their families, and it will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

b) Records should be factual, accurate, relevant, up to date and auditable. Where opinions are included, this must be made clear. Where people are referred to, they should be identified clearly by role. Records should support monitoring, risk assessment and planning for children, and they must enable informed and timely decisions about appropriate action to take.
c) Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any actions taken; a note of any discussions and decisions made, with reasons for those decisions; the outcome of actions.
d) RMF's Designated Safeguarding Lead will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14. Professional Challenge and Disagreements

a) Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one and other's practice.
b) We will promote a culture within RMF that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the organisation. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead (DSL), the CEO, the Chair of Trustees or with the LA's Designated Officer for safeguarding in education (LADO).
c) Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
d) If there are any professional disagreements with practitioners from other agencies, RMF's DLS or CEO will raise concerns with the relevant agency's safeguarding lead in line with guidance in the *Pan-Sussex Child Protection and Safeguarding Procedures*.
e) If RMF disagrees with the child protection conference chair's decision, the DSL or the CEO will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15. Safer Recruitment Procedures

a) RMF has robust recruitment and vetting procedures to help prevent unsuitable people from working with children, which are in line with those stipulated within *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023,* and by the Football Association (FA).
b) Our job advertisements and application packs make explicit reference to RMF's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

c) All staff members including volunteers, who have contact with children will have appropriate pre-employment checks in line with the latest version of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.*
d) RMF Trustees are required to have an Enhanced DBS check.
e) At least one member on every short listing and interview panel, for new staff, will have completed safer recruitment training.
f) Two employment/educational references will be requested as the best option. Failing that one employment/educational reference and a personal reference will be required.
g) The CEO and the nominated Trustee for child protection are responsible for ensuring that RMF's single central **record of pre-employment checks** is accurate and up to date.
h) Interview notes will be handed to the General Manager immediately after the interviews take place. These notes will be destroyed 6 months after the interview
i) RMF will inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Appendix C –

Procedure for Managing Allegations of Abuse Made Against RMF Staff, Supply Staff or Volunteers

A. Overview of Procedure

1. RMF takes seriously all allegations of abuse made against staff members, including volunteers and supply staff, and will investigate them in line with the statutory guidance, *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2025* and the *Sussex Safeguarding and Child Protection Policy and Procedures*.
2. The process described below is a summary of the procedure described in the above documents. The Case Manager for the investigation should refer to them for details.
3. **The procedure applies to all adults working in RMF or providing a service on behalf of RMF to our students either within or outside RMF venues or premises,** i.e., all permanent, temporary and ancillary staff, trustees, volunteers, contractors and external service or activity providers (**collectively referred to as staff or staff members** in this procedure).
4. Information about RMF's process for managing allegations, including any updates, will be shared with the employers of all staff working for RMF but not directly employed by RMF (e.g., supply agencies). Where allegations are made against such staff, RMF will liaise with their employer.
5. The allegations management procedure will be used in all cases where it is alleged that a staff member, has:

   a) behaved in a way that has harmed a child, or may have harmed a child; or
   b) possibly committed a criminal offence against or related to a child; or
   c) behaved towards a child or children in a way that indicates that they would pose a risk of harm if they worked regularly or closely with children.

6. Where concerns do not meet the threshold to be managed within these procedures and are deemed to be a low-level concern, RMF must refer to their Staff Code of Conduct and their disciplinary rules and follow their disciplinary procedures. RMF will ensure that the low-level concerns policy which contains a procedure for confidentially sharing such concerns is clear, and easy to understand and implement. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.
7. Allegations may arise in a number of ways, for example a report from a child, a complaint from a parent/carer, or a concern raised by another adult within RMF. An allegation may concern someone's behaviour or actions within their job or a voluntary activity, or within their family or private life.

8. **Any concerns will be considered in the context of the four types of abuse.**
9. Concerns include inappropriate relationships between adults and children. For example:

a) a sexual relationship between a child under 18 and an adult in a position of trust with them, even if the relationship may appear to be consensual; or
b) grooming, i.e., meeting a child under 16 with intent to commit a relevant offence (section 15 of the Sexual Offences Act 2003); or
c) other behaviour that gives rise to concerns, such as possession of abusive images of children or inappropriate contact through texts or online, inappropriate messages, gifts or socialising with children.

10. If an allegation or concern arises about a staff member outside of their work with children, and this may present a risk to children for whom the staff member is responsible, the general principles outlined in these procedures will still apply.

B. Roles and Responsibilities

1. Who to Report Concerns to?

a) Anyone who has concerns about, or has received an allegation about, the behaviour of a RMF staff member needs to **report the concerns immediately to the CEO. In the absence of the CEO, or if the CEO is the subject of the allegation, concerns must be reported to RMF's Chair of Trustees. If both the CEO and the Chair of Trustees are absent, the allegation needs to be reported to the Local Authority Designated Officer (LADO).**

b) **The CEO will act as the Case Manager** for investigations of allegations and liaise with the LADO.

c) **The Chair of Trustees will act as the Case Manager if** the allegation is made against the CEO.

d) **The LADO** is involved in the overall management and oversight of individual cases. They will provide advice and guidance to the Case Manager, liaise with the police and other agencies and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

2. Initial Action by the Person Noticing Concerns or Receiving an Allegation First

a) Treat the matter seriously and keep an open mind.
b) Do not make assumptions or offer alternative explanations.
c) Do not investigate or ask leading questions, if seeking clarification.
d) Do not promise confidentiality but give assurance that the information will only be shared on a need-to-know basis.
e) Act quickly.
f) Make a written record of the information. Where possible, record the exact words of the person making the allegation or the child's own words.
g) Record the time, date and place and names of people present when the allegation was made or concerning behaviour was observed.
h) Record the time, date and place of alleged incidents, persons present and what was said, if these were mentioned by the person making the allegation.

i) Sign and date the written record.
j) Immediately report the matter to the CEO or the DSL or the Chair of Trustees (see above) and give them the written record.

3. Initial Response by the Case Manager

a) Do not investigate the matter immediately or interview the staff member or the child concerned.
b) Obtain written details of the concern or allegation, signed and dated by the person reporting it. Countersign and date the written details and record the decisions made and the reasons for those decisions.
c) Contact the LADO immediately to report the allegation and arrange a consultation. The allegation must be reported within one day at the most.
d) If the allegation requires immediate attention but is received out of hours, contact the LA's Children's Services Emergency Duty team or contact the police and inform the LADO as soon as possible.
e) Refer allegations against a staff member who is no longer working for RMF to the police in the first instance and then inform the LADO.

4. Initial Consideration of the Allegation by RMF's Case Manager and LADO

a) RMF's Case Manager and the LADO will consider the nature, content and context of the allegation and agree a course of action, including whether further information is needed.
b) RMF's Case Manager may need to obtain relevant additional information, e.g.:

- previous history, whether the child or their family have made similar allegations in the past
- the staff member's current contact with children.

c) If the allegation is not demonstrably false and there is cause to suspect that a child is suffering or likely to suffer significant harm, the LADO will refer the case to the LA's Safeguarding Children Partnership and ask them to convene a strategy discussion.
d) The LADO will consult the police if a criminal offence may have been committed.
e) If the threshold for significant harm is not reached but a police investigation may be needed, the LADO will immediately inform the police.
f) If an investigation by the LA's Safeguarding Children Partnership or the police is not necessary, RMF's Case Manager and the LADO will discuss the options open to RMF depending on the nature of the allegation and the evidence available. This will range from taking no further action to dismissal or a decision not to use the staff member's services in the future.
g) If the initial evaluation leads to no further action against the staff member concerned, the decision and justification should be recorded by both RMF's Case Manager and the LADO. Agreement should be reached on what information should be put in writing to the individual and what action should follow, including informing the person who made the allegation originally.

5. Persons to be Notified

a) After consultation with the LADO, RMF's Case Manager should inform the accused person about the allegation as soon as possible.
b) However, if a strategy discussion is needed, or the police or the LA's Safeguarding Children Partnership need to be involved, the Case Manager should not inform the accused person until those agencies have been consulted and have agreed what information can be disclosed to the individual.
c) In principle, the Case Manager should inform the parents or carers of the children involved about the allegation. The LADO should be consulted first to ensure that this will not impede any investigation or disciplinary process. In some cases, the parents or carers may need to be informed right away, e.g., if a child is injured and needs medical attention.
d) The parents or carers and the child, if sufficiently mature, should be helped to understand the process and kept informed about the progress of the case and the outcome if no criminal prosecution will take place.

6. Confidentiality

a) Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Information should be restricted to only those who need to know in order to protect the children concerned, carry out the investigation and manage the disciplinary process.
b) The Education Act 2011 introduced **reporting restrictions** preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school.
c) Reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about the investigation or decision from the disciplinary process. Reporting restrictions also cease if the accused person goes public themselves, thereby waiving their right to anonymity.
d) Breaching reporting restrictions is a criminal offence. Therefore, RMF's Case Manager should inform the parents or carers concerned about the implications of publishing details of the allegation on social networking sites. They should be advised to seek legal advice, if they wish to apply to court for removal of reporting restrictions.
e) The Case Manager should discuss with the LADO how best to manage speculation, leaks and gossip within the organisation and the community at large, and press interest, if it arises.

7. Supporting People

a) RMF, the child's school, together with the LA's Safeguarding Children Partnership and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
b) The CEO will ensure that the child and family are kept informed of the progress of the investigation.

c) The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support.
d) HR services will be consulted at the earliest opportunity to ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
e) The CEO will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

8. Managing Risk During the Investigation

a) The perceived level of risk during the investigation needs to be considered and managed. In some situations, the level of risk may require the staff member not to be working with specific children or all children in the organisation until the investigation is completed.
b) There are several options open to the employer, including:

i. redeployment so as not to come into direct contact with one or more children; or
ii. refraining (agreeing that the person will not work with children during the investigation); or
iii. suspension.

c) Refraining and suspension should be considered as neutral acts and should not be automatic. Suspension should be considered only in cases where there is cause to believe children in the school or RMF are at risk of harm, or the allegation is so serious that it might be grounds for dismissal.
d) Decisions about risk are best made in a multi-agency forum such as the strategy discussion. The LADO will canvass the views of the agencies participating and inform the Case Manager. However, only the employer has the power to refrain or suspend.
e) Possible risks to the children involved and any children in the accused staff member's home, work or community life will be evaluated and managed.

9. Timescales

a) Cases will be resolved as quickly as possible, consistent with a thorough and fair investigation.
b) It is expected that the majority of cases should be resolved within one month and all but the most exceptional cases should be resolved within 12 months.
c) However, the timing will depend on the nature, seriousness and complexity of the case and the right outcome is far more important than meeting timescales.
d) Cases where it is immediately apparent that the allegation is unsubstantiated or malicious should be resolved within one week.
e) RMF should discuss the timing of actions with the LADO for all allegations that do not require police involvement but for which there are child protection concerns.
f) If the nature of the allegation does not require formal disciplinary action, RMF should start appropriate action within three working days.
g) If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

10. Resignations and Compromise Agreements

a) The allegation will be investigated according to procedure, even if the accused staff member resigns or ceases to provide their services.
b) Every effort will be made to reach a conclusion to the case should the staff member refuse to cooperate, having been given a full opportunity to answer the allegation and make representation.
c) Although it would not be possible to apply disciplinary sanctions if the period of notice expires before the conclusion of the investigation, the outcome of the disciplinary process will be recorded.
d) RMF will not use 'compromise/settlement agreements', for example where the staff member agrees to resign provided that disciplinary action is not taken and that a future reference is agreed.

11. Outcomes of Investigations of Allegations

a) **Substantiated** – there is sufficient evidence to prove the allegation.
b) **Malicious** – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
c) **False** – there is sufficient evidence to disprove the allegation.
d) **Unsubstantiated** – there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

12. Disciplinary or Suitability Process and Investigations

a) The LADO and RMF's Case Manager will discuss whether disciplinary action is appropriate in all cases where:

    i. it is clear at the outset, or decided by a strategy discussion, that a police investigation or section 47 enquiry is not necessary; or
    ii. the police or the Crown Prosecution Service informs that the criminal investigation and subsequent trial are complete, or that an investigation is to be closed without charge, or prosecution is discontinued.

b) The discussion will consider any potential misconduct or gross misconduct by the staff member, and take into account:

    i. the information provided by the police and the LA's Safeguarding Children Partnership;
    ii. the result of any investigation or trial; and
    iii. the different standards of proof in disciplinary and criminal proceedings;
    iv. the staff member's full disciplinary record, including any low-level concerns.

c) In the case of supply, contract or volunteer workers, the LADO and the Case Manager will work with the providing agency in deciding whether to continue using the person's services or whether they can provide future work with children or whether to report them for barring considerations.

13. Record Keeping

a) RMF's Case Manager will keep a clear and comprehensive summary of the case record and provide a copy to the accused staff member. A copy of the record should also be given to the LADO.
b) The record will include details of how the allegation was investigated and resolved and the decisions reached. It will be completed in collaboration with the LADO.
c) Details of allegations that are found to be malicious will be removed from personnel records.
d) In the case of all other allegations, the summary will be placed in the staff member's personnel file and kept until the person reaches retirement age or for a period of 10 years from the date of the allegation, if that is longer.

14. References

a) If the allegation was proven to be malicious, false or unsubstantiated, it will not be included in any references for the staff member.
b) A history of repeated concerns or allegations which have all been found to be malicious, false or unsubstantiated will also not be included in any references.

15. Informing the Disclosure and Barring Service (DBS)

a) If the allegation is substantiated and the person is dismissed or RMF ceases to use the person's services, or the person resigns or ceases to provide their services the LADO will discuss with RMF's Case Manager whether RMF will refer the staff member to the DBS, and, in the case of a teacher to the Teaching Regulation Agency (TRA), or in the case of sports coach to the relevant sport's governing body (e.g., the FA for football).
b) **It is a legal requirement for schools to refer to the DBS anyone:**

   i. **who has harmed, or is likely to harm, or poses a risk of harm to a child; or**
   ii. **if there is reason to believe that they have committed one of a number of listed offences (as set out in the Safeguarding Vulnerable Groups Act 2006 Prescribed Criteria and Miscellaneous Provisions Regulations 2009) and have been removed from working in paid or unpaid regulated activity or would have been removed, had they not left.**

Appendix D –

Other Linked RMF Policies

1. RMF Policies are reviewed and updated regularly.
2. RMF's other linked policies are available on the RMF website www.russellmartinfoundation.co.uk

Or

By email from info@rmfoundation.co.uk

3. Please see all our policies and procedures, including the ones listed below:

- Attendance & Missing Child Policy & Procedure
- Behaviour Management Policy & Procedure
- Behaviour Management Policy & Procedure
- Complaints Policy & Procedure
- Educational Visits & Off-Site Trips Policy
- Employee Handbook (includes Staff Anti-Bullying Policy, Whistleblowing Policy)
- Equal Opportunities & Discrimination Policy
- ETP SEND Policy
- ETP Student Code of Conduct, Behaviour & Agreement Policy
- First Aid & Administering Medications Policy
- Health & Safety Policy
- Safer Recruitment, Selection and Retention Policy & Procedures
- Safeguarding Adults at Risk Policy and Procedure

Appendix E – Local and National Statutory and Non-Statutory Guidance

A. Local Guidance

1. Russell Martin Foundation (RMF)

- *Designated Safeguarding Lead (DSL) - Jane Coleman*

Email: jane.coleman@rmfoundation.co.uk Phone: 07921 339991

- *Deputy Designated Safeguarding Lead (DDSL - Kim Hammond*

Email: kim.hammond@rmfoundation.co.uk Phone: 07523 268264

2. Sussex County Football Association

- *Safeguarding Manager & Designated Safeguarding Officer - Annette Madden*

Email: Annette.Madden@SussexFA.com Phone: 01903 753547 (Ext 228)

- *Designated Safeguarding Assistant & Wellbeing Officer - Karen Harrington*

Email: Karen.Harrington@SussexFA.com Phone: 01903 753547 (Ext 229)

3. Local Authority (LA) Safeguarding Children Partnerships (SCP)

a) Each LA has its own SCP which brings together local agencies that have a shared responsibility for promoting well-being and keeping children safe. It agrees how these different agencies and professional groups should co-operate to safeguard children and has a role in making sure that arrangements work effectively to bring about good outcomes for children.

b) Each LA publishes its own Threshold or Continuum of Need documents. These tools assist professional practitioners working with children to identify their level of need and consider whether additional support may be necessary to help them achieve their potential and keep them safe. They provide a common language and approach to enable all local practitioners to work together effectively and consistently.

c) For more information:

Brighton & Hove SCP	https://www.bhscp.org.uk
East Sussex SCP	https://www.esscp.org.uk
West Sussex SCP	https://www.westsussexscp.org.uk

d) To make a referral (for professional practitioners):

Brighton and Hove - *Front Door for Families*
https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families

East Sussex - *Single Point of Advice (SPoA)*
https://www.esscp.org.uk/professionals/single-point-of-advice/

West Sussex - *Integrated Front Door (IFD)*
https://www.westsussexscp.org.uk/professionals/working-together/making-a-referral

e) Local Authority Designated Officers (LADO) (referrals for professional practitioners):

Each local authority has its own LADO or team of LADOs responsible for managing allegations notified by professional practitioners against adults who work with children in each area.

Brighton & Hove LADO	Online referral form: https://www.brighton-hove.gov.uk/frontdoorforfamilies/refer-child-or-family-front-door-families
East Sussex LADO	Online referral form: https://www.eastsussex.gov.uk/children-families/professional-resources/allegations/referrals/form-lado-referral
West Sussex LADO	Online referral form: https://socialcareportal.westsussex.gov.uk/s4s/FormDetails/FillForm?formId=470 Online request for information: https://socialcareportal.westsussex.gov.uk/s4s/FormDetails/FillForm?formId=471%0d

4. Sussex Safeguarding and Child Protection Policy and Procedures

This website contains the Pan Sussex Safeguarding and Child Protection Policy and Procedures which cover the areas served by the Brighton & Hove, East Sussex and West Sussex Safeguarding Children Boards.

https://sussexchildprotection.procedures.org.uk

B. National Guidance

Also Search - GOV.UK (www.gov.uk) for all current guidance

1. Schools: Statutory Guidance

The Department for Education's statutory guidance publications for schools.

https://www.gov.uk/government/collections/statutory-guidance-schools

2. Safeguarding Children: Detailed Information

Guidance from all government departments related to safeguarding.

https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children

3. Keeping Children Safe in Education (KCSiE)

Statutory guidance, updated annually, from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

4. Working Together to Safeguard Children

Statutory guidance on inter-agency working to safeguard and promote the welfare of children. It applies to all organisations who have functions relating to children. It applies to all children up to the age of 18 years whether living with their families, in state care, or living independently. This document should be complied with unless exceptional circumstances arise.

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

5. A Young Person's Guide to Working Together to Safeguard Children

Published by Children's Commissioner.

https://www.childrenscommissioner.gov.uk/resource/working-together-to-safeguard-children/

6. Young People's Guide to Keeping Children Safe

Published by Children's Commissioner.

https://www.childrenscommissioner.gov.uk/resource/guide-to-keeping-children-safe/

7. Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance. Information on what schools should do and the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained / maintained special schools and alternative provision, including pupil referral units. (Revised guidance was published in July 2025 for introduction in September 2026).
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

8. **What to Do if You're Worried a Child is Being Abused - Advice for Practitioners**

This advice is non statutory. It is for anyone whose work brings them into contact with children and families to help them identify child abuse and take appropriate action.

https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

9. **NSPCC**

Research and advice including training about child protection and safeguarding.
https://www.nspcc.org.uk

10. **When to Call the Police**

National Police Chiefs Council. This is advice for school and college staff with responsibility for behaviour management including DSLs, their deputies and senior management teams. It covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools/ colleges should bear in mind when considering contacting the police in situations such as: Assault, Criminal Damage, Cyber Crime, Drugs, Harassment, Sexual Offences, Theft and Weapons.

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf

11. **School Attendance and Absence**

Statutory guidance for parents. Regard to this must be taken when carrying out Parenting Contracts, Orders and Penalty Notices.
https://www.gov.uk/school-attendance-absence

12. **Working Together to Improve School Attendance - Guidance for Schools**

Guidance to help schools, academy trusts, governing bodies, and local authorities maintain high levels of school attendance including roles and responsibilities.

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

13. **Alternative Provision**

Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing **alternative provision**.

https://www.gov.uk/government/publications/alternative-provision

14. Behaviour and Discipline in Schools – Advice for School Staff

This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. It is for individual schools to develop their own best practice for managing behaviour in their school.

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

15. Suspension and Exclusions

Statutory guidance on the suspension and permanent exclusion of pupils from local authority maintained schools, academies and pupil referral units.
https://www.gov.uk/government/publications/school-exclusion

16. Searching, Screening and Confiscation at School

Guidance explaining the powers schools have to screen and search pupils, and to confiscate items they find.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

17. Use of Reasonable Force in Schools

Advice and guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

18. Reducing the Need for Restraint and Restrictive Intervention

Guidance on how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention.
https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention

19. : Drugs Advice for Schools

Guidance for school leaders and staff on managing drugs, drug-related incidents within schools and pastoral support for pupils.

https://www.gov.uk/government/publications/drugs-advice-for-schools

20. Criminal Exploitation of Children and Vulnerable Adults: County Lines

Guidance for frontline professionals on dealing with county lines, part of the government's approach to ending gang violence and exploitation.

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

21. Advice to Schools and Colleges on Gangs and Youth Violence

Advice is for leaders, their senior teams and staff in schools or colleges affected by gang or youth violence.

https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

22. Modern Slavery Awareness

Guidance is aimed at a broad range of staff who could potentially witness indicators of modern slavery.

https://www.gov.uk/government/publications/modern-slavery-awareness-booklet

23. Child Sexual Exploitation

Child sexual exploitation: definition and guide for practitioners; potential vulnerabilities and indicators of abuse and appropriate action to take in response.

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

24. Multi-Agency Statutory Guidance on Female Genital Mutilation

Multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

25. Supporting Pupils with Medical Conditions at School

Statutory guidance and non-statutory advice about the support that pupils with medical conditions should receive at school.

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

26. Controlling Access to School Premises

Non statutory advice by the Department for Education. School premises are private property, and parents will generally have permission from the school to be on school premises. However, in cases of non-authorised entry or in cases of abuse or threats to staff, pupils or other parents, schools may ban parents from entering the school.

https://www.gov.uk/government/publications/controlling-access-to-school-premises

27. First Aid in Schools

Under Health & Safety legislation all employers must ensure there is adequate equipment and facilities for providing first aid in the workplace. This advice draws on existing good practice to give further guidance for first aid provision in schools and colleges.

https://www.gov.uk/government/publications/first-aid-in-schools

28. Information Sharing

Non -statutory advice for practitioners providing safeguarding services to children, young people, parents and carers. (Under review).

https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/a-10-step-guide-to-sharing-information-to-safeguard-children/

29. Data Protection: A Toolkit for Schools

This document provides steps that can help schools efficiently develop the culture, processes and documentation required to be compliant with data protection legislation and effectively manage risks associated with data management. Note: this document provides tips only. It does not constitute formal legal guidance, and as a data controller in its own right, each organisation is ultimately responsible for its own data protection procedures and compliance with legislation.

https://www.gov.uk/guidance/data-protection-in-schools

30. Counselling in Schools

Guidance for schools about setting up and improving counselling services for pupils.

https://www.gov.uk/government/publications/counselling-in-schools

31. Mental Health and Behaviour in Schools

Guidance on how schools can support pupils whose mental health problems manifest themselves in behaviour. How to create a whole school culture, including promoting positive mental health, understanding the link between mental health and behaviour.

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

32. Cyber Security Standards

Guidance on the standards schools or colleges should meet on cyber security, user accounts and data protection.

https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges

33. Teaching Online Safely in Schools

Non-statutory guidance from the Department for Education. supporting schools to teach pupils how to stay safe online within existing subjects.

https://www.gov.uk/government/publications/teaching-online-safety-in-schools

34. Safeguarding and Remote Education

Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely.

https://www.gov.uk/guidance/safeguarding-and-remote-education

35. Fabricated or Induced Illness

Find out about fabricated or induced illness (FII), which is a rare form of child abuse where a parent or carer exaggerates or deliberately causes symptoms of illness in the child.

https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/

36. Understanding and Dealing with Issues Relating to Parental Responsibility

Guidance to help schools understand their obligations and duties in relation to the rights and responsibilities of parents, as recognised by education law.

https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility

37. Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People

Guidance on responding to incidents, and safeguarding children and young people.

https://assets.publishing.service.gov.uk/media/65d62b02188d770011038855/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible.pdf

38. Preventing and Tackling Bullying

Guidance and advice for schools on preventing and responding to bullying. Also, research into anti-bullying practices used by schools to prevent and tackle bullying, including case studies.

https://assets.publishing.service.gov.uk/media/5b1e7e9fe5274a190383bc78/Approaches_to_preventing_and_tackling_bullying_-_case_studies.pdf

39. Cyberbullying – Advice for Staff

This is non-statutory advice from the Department for Education is for all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

https://assets.publishing.service.gov.uk/media/62611456e90e07168ad2b1ea/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

40. Cyberbullying - Advice for Parents and Carers

This advice is for parents and carers about cyberbullying. It provides information about how they can protect their child from cyberbullying.

https://assets.publishing.service.gov.uk/media/5a81638840f0b6230269709c/Advice_for_parents_on_cyberbullying.pdf

41. Sexual Violence and Sexual Harassment Between Children in Schools

Guidance on sexual violence and sexual harassment between children in schools and colleges is available within *Keeping Children Safe in Educatio*n.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

42. Protecting Children from Radicalisation: The Prevent Duty

Non statutory guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation

43. Safer Recruitment - Disqualification Under the Childcare Act 2006

Statutory guidance for schools about employing staff who have been disqualified from providing childcare.

https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

44. Safer Recruitment – Staffing and Employment Advice for Schools

Guidance for managing staff and employment issues.

https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools

45. Safer Recruitment – Guidance for Safer Working Practice

Non statutory guidance for safer working practice for those working with children and young people in education settings, updated by the Safer Recruitment Consortium.

https://saferrecruitmentconsortium.org/

46. Recruiting Teachers from Overseas

Check what you need to do to employ teachers who are non-UK citizens.

https://www.gov.uk/guidance/recruit-teachers-from-overseas

47. SEND Code of Practice: 0 to 25 Years

Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25.

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

48. Keeping Children Safe in Out-of-School Settings: Code of Practice

Safeguarding guidance for providers of activities, after-school clubs, tuition and other out-of-school settings.

https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

49. The Football Association (The FA) - Safeguarding

The FA is the governing body of football in England offers advice and training to promote Safeguarding in football. Email: safeguarding@TheFA.com

www.thefa.com/football-rules-governance/safeguarding

50. The FA's Safeguarding Children Policy and Procedures

Football's overarching Safeguarding Children Policy & Procedures. Endorsed and co-developed by The FA, Premier League, Football League, PFA, LMA, Football Foundation, League Football Education and NSPCC Child Protection in Sport Unit.

https://www.thefa.com/football-rules-governance/safeguarding/policy-downloads

51. Use of Generative AI in Education

DfE guidance on the use of generative AI in education to support schools and colleges.

https://www.gov.uk/government/collections/using-ai-in-education-settings-support-materials