



SAFEGUARDING POLICY

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CSR Board Sign off: *Simon Jukes*

Governing Body Sign off:

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SAFEGUARDING POLICY

1.0 INTRODUCTION

<p>Safeguarding and promoting the welfare of learners is defined as –</p> <ul style="list-style-type: none"> • Protecting children from maltreatment; • Preventing impairment of children's health or development; • Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and • Taking action to enable all children to have the best outcomes. • Children include everyone under the age of 18 <p>Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSiE following the enactment of The Education and Training (Welfare of Children) Act 2021.</p> <p>KCSiE now states that ‘college’ includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.</p> <p>Please refer to KCSiE Part One Safeguarding information for all staff</p> <ul style="list-style-type: none"> • <i>What school and college staff should know and do - A child centred and coordinated approach to safeguarding</i> 	<p><i>This means that CSR is committed to safeguarding and promoting the welfare of all its learners. We believe that:</i></p> <ul style="list-style-type: none"> • <i>Our learners have the right to be protected from harm, abuse and neglect</i> • <i>Our learners have the right to experience their optimum mental and physical health</i> • <i>Learners need support that matches their individual needs, including those who may have experienced abuse</i> • <i>Our learners have the right to express their views, feelings and wishes and voice their own values and beliefs</i> • <i>Our learners should be encouraged to respect each other's values and support each other</i> • <i>Our learners have the right to be supported to meet their emotional and social needs as well as their educational needs</i> • <i>CSR will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours</i> <p><i>All staff and visitors have an important role to play in safeguarding learners, protecting them from abuse and considering when mental health may become a safeguarding issue.</i></p>
<p>CSR will fulfil our local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> • <u>Working Together to Safeguard Children (DfE)</u> • <u>Keeping Children Safe in Education</u> • <u>West Midlands Safeguarding Children Procedures</u> • <u>The Education Act 2002 S175</u> • <u>General Data Protection Legislation (2018)</u> 	<p><i>At CSR, the following people will take the lead in these areas:</i></p> <p>Our Designated Safeguarding Person is: Name: Trudy Jukes</p> <p>Our Data Protection officer is: Name: Simon Jukes</p> <p>Our lead for Mental Health is: Name: Kayleigh Rafiq</p> <p>Our lead for Inclusivity is:</p>

<ul style="list-style-type: none"> • <u>Mental Health & Behaviour in Schools</u> • <u>Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> • <u>Right Help, Right Time - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)</u> • <u>Multi-agency Statutory Guidance on Female Genital Mutilation</u> • <u>Protecting children from radicalisation: the prevent duty 2021</u> • <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u> • <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people</u> • <u>Voyeurism Offences Act 2019</u> • <u>Human Rights Act 1998</u> • <u>Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)</u> • <u>Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)</u> • <u>Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage (accessible version) - GOV.UK (www.gov.uk)</u> 	<p>Name: Lottie Morgan</p>
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2.0 OVERALL AIMS

<p>This policy will contribute to the protection and safeguarding of our learners and promote their welfare by:</p> <ul style="list-style-type: none">• Adopting a universal approach to safeguarding• Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in schools and colleges• Clarifying standards of behaviour for staff and learners• Contributing to the establishment of a safe, resilient and robust ethos in CSR, built on mutual respect and shared values• Introducing appropriate work within the curriculum• Encouraging learners to participate;• Alerting staff to the signs and indicators that all may not be well• Developing staff awareness that all may not be well.• Developing staff awareness of the risks and vulnerabilities their learners face• Addressing concerns at the earliest possible stage• Reducing the potential risks learners face of being exposed to violence, extremism, exploitation, discrimination or victimisation.• Recognising risk and supporting online safety for pupils; in education and at home.	<p><i>This means that CSR will:</i></p> <ul style="list-style-type: none">• <i>Identify and protect our vulnerable learners</i>• <i>Identify individual needs as early as possible;</i>• <i>Design plans to address those needs</i>• <i>Work in partnership with learners and other agencies.</i> <p><i>Our policy extends to any establishment we commission to deliver education to our learners on our behalf.</i></p> <p><i>Our Board & Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of CSR. Confirmation should be sought from them that appropriate risk assessments are completed and ongoing monitoring is undertaken.</i></p>
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3.0 GUIDING PRINCIPLES

<p>Below are 8 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (found in Right Help Right Time, that CSR will use to help our staff to understand the lived experience of pupils / students by facilitating solution focused conversations appropriate to the child/young person's preferred communication style:</p> <ul style="list-style-type: none">• Provide effective help and support as early as possible• Have conversations and listen to learners as early as possible.• Understand the learner's lived experience.• Work collaboratively to improve the learner's life experience.• Be open, honest and transparent in our approach.• Empower the learner by working with them.• Work in a way that builds on the learner's strengths.• Build resilience in our learners to overcome difficulties.
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4.0 EXPECTATIONS

<p>All staff will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators) • Record concerns and give the record to the DSL, or deputy DSLs, and • Deal with a disclosure of abuse from a learner in line with the guidance in Appendix 2 - you must inform the DSL immediately and provide a written account as soon as possible. • Be involved, where appropriate, in the implementation of individual interventions, Early Help assessments and inter-agency Child Protection Plans 	<p>This means that in CSR:</p> <p>All our staff will receive annual safeguarding training and update briefings as appropriate.</p> <p>Key staff will undertake more specialist safeguarding training as agreed by the Board.</p> <p>Our Board & Governors will be subjected to an enhanced DBS check.</p> <p>We will follow Safer Recruitment processes and checks for all staff.</p>
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5.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

<ul style="list-style-type: none"> • At CSR, the DSL is a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained safeguarding officers, the ultimate lead responsibility for safeguarding remains with the DSL. This responsibility should not be delegated. • The Board & Governors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL, deputy DSL(s) and safeguarding officers to allow them to undertake their duties. • DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns. • Safeguarding information will be dealt with in a confidential manner. • Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each learner. Files will be kept for at least the period during which the learner is with CSR, and beyond that in line with current data legislation and guidance. • If a learner moves from CSR, Safeguarding records will be forwarded on to the DSL at the child's new training provider, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. 	<p>This means the DSL team in CSR:</p> <p>Lead: Trudy Jukes Deputy: Kayleigh Rafiq Safeguarding Officers: Lottie Morgan, Danny Ho, Kayleigh Rafiq, Bozena Jenkins, Dani Walch</p> <p>Any steps taken to support a learner who has a safeguarding vulnerability must be reported to the lead DSL</p> <p>Because we store our records electronically we do not hold paper files.</p> <p>We will not disclose to a parent any information held on a young person if this would put the learner at risk of significant harm</p> <p>We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the young person arrives</p>
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6.0 CONTEXTUAL SAFEGUARDING

Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

7.0 MENTAL HEALTH

KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

CSR has a Student Wellbeing Team, though this is not mandatory. The Wellbeing Team, senior leadership team, special educational needs coordinator (SENCO) and DSL form a close group to support learners with Mental Health concerns.

At CSR this means that:

- *All staff will be alert to signs of mental ill-health and be made aware that mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation;*
- *CSR has a mental health first aid team and can contact them via the wellbeing team email address.*
- *All staff are invited to take part in Mental Health First Aid training*
- *All staff will take immediate action and speak to the Wellbeing Team if they have a mental health concern about a learner.*
- *Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole student population, and equipping learners to be resilient so that they can manage the normal stress of life effectively. This will include teaching learners about mental wellbeing through the curriculum and reinforcing this teaching through activities and ethos.*

8.0 THE BOARD AND GOVERNORS

<p>The Board and Governors have strategic responsibility for the schools/colleges safeguarding arrangements and therefore should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard our learners' welfare;</p> <ul style="list-style-type: none"> • CSR operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and associates • The Board and all other staff who work with learners undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained • Temporary staff and associates are made aware of CSR's arrangements for safeguarding and their responsibilities • CSR remedies any deficiencies or weaknesses brought to its attention without delay • The Board have a written policy and procedures for dealing with allegations of abuse made against members of staff, visitors, volunteers or board members that complies with all BSCB procedures. • The Nominated Governor is responsible for liaising with the Directors and DSL over all matters regarding safeguarding. The role is strategic rather than operational – they will not be involved in concerns about individual learners but more so for challenging the organisation to ensure that it is doing all it can to safeguard learners of all ages. • Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. 	<p>At CSR, this means that:</p> <p>All governors must have read part 2 of "KCSiE"</p> <p>Our nominated Governor for Safeguarding and Child Protection is: Name: Vanda Skoneiczn</p> <p>This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</p> <p>A member of our governing body (usually the Chair) is nominated to be responsible for liaising with Birmingham Children's Trust in the event of allegations of abuse being made against a Director.</p> <p>The governing body will review all policies/procedures that relate to safeguarding and child protection annually, acting as an independent resource that can offer advice, on request, to senior staff who are dealing with and reporting safeguarding incidents.</p> <p>The safeguarding governor will ensure appropriate time is devoted to safeguarding, including at board meetings, act as a resource for the whole board, as someone with specialised training and knowledge.</p> <p>The safeguarding governor will communicate regularly with the Head of Safeguarding (DSL), receiving reports, discussing activity and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.</p>
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9.0 SAFER RECRUITMENT AND SELECTION

<p>CSR should follow part 3 of 'Keeping Children Safe in Education' (KCSiE) and pay full regard to 'Safer Recruitment' requirements including but not limited to</p> <ul style="list-style-type: none"> • verifying candidate's identity and academic or vocational qualifications • online searches for shortlisted candidates • obtaining professional and character references 	<p>This means that in CSR:</p> <p>The following staff have undertaken Safer Recruitment training:</p> <ol style="list-style-type: none"> 1 Lottie Morgan 2 Simon Jukes 3 Dani Walch
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<ul style="list-style-type: none"> • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job • UK Right to work • Clear enhanced DBS check • Any other checks deemed necessary <p>Evidence of these checks will be recorded on the Single Central Record.</p> <p>All recruitment materials will include reference to CSR’s commitment to safeguarding and promoting the wellbeing of learners.</p>	<p>One of these will be involved in all staff recruitment processes and sit on the recruitment panel.</p>
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<p>9.1 Induction</p> <p>All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.</p> <p>9.2 Staff Support</p> <p>DSLs should be given additional time to support staff and children regarding new safeguarding and welfare concerns. Regular support will be offered to the Lead DSL and may be extended to other members of staff as deemed appropriate by CSR.</p>	<p>Our staff induction process will cover:</p> <ul style="list-style-type: none"> • The Safeguarding policy; • The Staff Code of Conduct; • Whistleblowing Policy • The CSR Student Behaviour and Attendance Policy • The safeguarding response to children who go missing from education • The role of the DSL (including the identity of the DSL and any deputies). <p>Copies of policies and a copy of part one of KSCIE are available to staff at all times on the staff intranet or Sharepoint.</p> <p>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</p>
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10.0 SAFEGUARDING LEARNERS VULNERABLE TO RADICALISATION

<p>With effect from 1st July 2015, all educational establishments are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015).</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.</p>	<p>This means that CSR:</p> <p>Values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values.</p> <p>Learners and teachers have the right to speak freely and voice their opinions.</p> <p>However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and</p>
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<p>Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.</p>	<p>harm of others goes against the moral principles in which freedom of speech is valued.</p> <p>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.</p>
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<p>10.1 Risk Reduction</p> <p>The Board, Governors and the DSL will assess the level of risk within CSR and put actions in place to reduce that risk. Risk assessment may include consideration of our anti-bullying policy, wellbeing policy and other issues specific to CSR’s profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to CSR in line with our Prevent Policy.</p> <p>CSR is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 5</p> <p>CSR will monitor online activity on our premises, to ensure that inappropriate sites are not accessed by learners or staff.</p> <p>CSR has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).</p> <p>10.2 Channel</p> <p>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:</p> <ul style="list-style-type: none"> • Establish an effective multi-agency referral and intervention process to identify vulnerable individuals; • Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and • Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability. <p>Further guidance about duties relating to the risk of radicalisation is available in <u>The Prevent Duty</u>.</p>	<p>We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting young people from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our safeguarding duty.</p> <p>The SPOC for CSR is: Name: Trudy Jukes</p> <p>All staff within CSR will be alert to changes in a learner’s behaviour or attitude which could indicate that they are in need of help or protection.</p> <p>CSR will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation</p> <p>Our school has a “no platform” policy and a prevent risk assessment.</p>
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11.0 SAFEGUARDING LEARNERS WHO ARE VULNERABLE TO EXPLOITATION, TRAFFICKING, OR SO-CALLED HONOUR BASED VIOLENCE (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)

<p>With effect from October 2015, all educational establishments are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a member of staff suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary sanctions.</p> <p>The member of staff will also discuss the situation with the DSL who will consult Birmingham Children’s Trust before a decision is made as to whether the mandatory reporting duty applies.</p> <p>As of February 2023 it is now illegal for anyone under the age of 18 to marry or enter into a civil partnership, even where violence, threats or another form of coercion are not used.</p>	<p>This means that at CSR we ensure:</p> <p>Our staff are supported to talk to learners and to find ways to address the issues together wherever possible.</p> <p>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</p> <ul style="list-style-type: none"> • Forced Marriage • FGM • Trafficking • Criminal Exploitation & Gang Affiliation <p>Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue.</p> <p><u><i>The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)</i></u></p>
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12.0 LEARNERS ABSENT FROM EDUCATION

<p>A learner going missing and or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and learners missing from education will be coordinated with safeguarding interventions.</p>	<p><i>This means that in CSR we will:</i></p> <p><i>Hold one or more emergency contact number for each pupil.</i></p> <p><i>Ensure all our attendance work liaises closely with the Safeguarding Team.</i></p> <p><i>CSR will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of a learner that would be considered ‘missing’.</i></p>
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13.0 CHILD ON CHILD ABUSE

The KCSiE guidance requires that additional information about child on child abuse should be included in schools' and colleges' child protection policies, including: para; 144-bulletpoint 6 "a statement which makes clear there should be a zero-tolerance approach to abuse,"

It is important that schools, colleges and training providers such as CSR, can recognise that children and young people are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence and harassment.

Part 5 of KCSiE includes links that may be useful when dealing with sexual violence and sexual harassment including when it occurs online.

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by others. In some cases, a child who is perceived to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

CSR's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys perpetrators.

Schools, colleges and training providers should recognise the impact of sexual violence and the fact that people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.

This means that at CSR:

We will adopt the 'universal approach' to tackling sexism of any kind.

We will follow both national and local guidance and policies to support any young people subject to child on child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

We fully understand that even if there are no reports of peer-on-peer abuse by our learners, it may be happening. As such all our staff and learners are supported to:

- be alert to peer-on-peer abuse (including sexual harassment);
- understand how CSR views and responds to child on child abuse
- stay safe and be confident that reports of such abuse will be taken seriously.

We will ensure that children/young people have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on child on child abuse is there to protect them rather than criminalise them.

- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

14.0 CRIMINAL EXPLOITATION

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

This means that in our school we will:

Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals to CASS for any children in our school we are concerned about.

Criminal Exploitation of children and vulnerable adults: County Lines guidance
(publishing.service.gov.uk)
[Home Office County Lines Guidance](#)

15.0 DOMESTIC ABUSE

KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.

PART TWO – THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A LEARNER

16.0 RESPONDING TO CONCERNS

At **CSR Scientific Training Ltd**
Our DSL is **Trudy Jukes**
Our Deputy DSL is **Kaleigh Rafiq**
Our Safeguarding Officers are **Lottie Morgan, Danny Ho,
Bozena Jenkins, Dani Walch**
Our safeguarding governor is **Vanda Skonieczka**



CONCERN ABOUT A CHILD:
Speak to a Designated Safeguarding Lead (DSL) or Safeguarding Officer if urgent.
Record your concern in an email and send it to the CSR Safeguarding email address
safeguarding@csr-group.co.uk



- DSL(s) review concerns and decide next steps**
- External referral or assistant may be required
 - Signposting may be required
 - All details will be recorded
 - On-going monitoring will take place

17.00 MULTI-AGENCY WORK

17.1 We work in partnership with other agencies to promote the best interests of our learners and keep them as a top priority in all decisions and actions that affect them. CSR will, where necessary, liaise with these agencies to implement assessment plans or make requests for support.

17.2 When invited, the DSL will participate in a Multi Agency Support strategy meeting, usually by Microsoft Teams, adding data and intelligence to the discussion so that the best interests of the young person are met.

- 17.3** We will co-operate with any child protection enquiries. CSR will ensure representation at appropriate inter-agency meetings.
- 17.4** We will provide reports as required for these and other such meetings. If CSR is unable to attend, a written report will be sent and shared with the agency in question at least 24 hours prior to the meeting.
- 17.5** Where a learner is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference meeting, CSR will contribute to the preparation, implementation and review of the plan as appropriate.

18.0 OUR ROLE IN SUPPORTING LEARNERS

- 18.1** CSR staff will offer appropriate support to individual learners who have experienced safeguarding concerns.
- 18.2** A Safeguarding case will be devised, implemented and reviewed regularly for these learners. A copy of the case will be kept in the learner's safeguarding record.
- 18.3** Specific mention will be given to the support of learners aged 16 to 18 and the particular vulnerabilities of this age group.
- 18.4** CSR will ensure that we work in partnership with other agencies as appropriate.

19.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

- 19.1** This procedure must be used in any case in which it is alleged that a member of staff, Governor, employer or peer has:
- Behaved in a way that has harmed a learner or may have harmed a learner.
 - Possibly committed a criminal offence against or related to a learner; or
 - Behaved in a way that indicates s/he is unsuitable to work with children or young people.
 - Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.
 - Behaved, in a way that indicates they may not be suitable to work with children
- 19.2** Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in an educational establishment to abuse learners. At CSR we also recognise that concerns may be apparent before an allegation is made.
- 19.3** All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards learners immediately.

19.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Directors who will liaise with the local Designated Officer (LADO) Team who will decide on any action required. Concerns raised regarding a Director should be directed to the DSL who will refer them directly to the LADO Team (contact details appendix 8 and CSR’s multi-agency contact database).

20.0 Learners with additional needs

CSR recognises that all learners have a right to be safe. Some learners may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

21.0 Links to additional information about safeguarding issues and forms of abuse

21.1 Relevant additional information can be found on the following links;

Staff who work directly with children/young people, and their leadership team should refer to this information

21.2 Guidance on children in specific circumstances found in Annex A of KCSIE, and additional resources as listed below

Issue	Guidance	Source
Abuse	<p><u>Safeguarding guidance - abuse linked to faith or belief</u></p> <p><u>Safeguarding Guidance Domestic Violence and Abuse</u></p> <p><u>Safeguarding guidance - neglect</u></p> <p><u>Children who abuse others West Midlands Safeguarding Children Link 74Group</u></p>	West Midlands Safeguarding Children Procedures
Bullying/ Child on Child abuse	<u>http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</u>	West Midlands Safeguarding Children Procedures
Children and the courts	<u>Young witness booklet age 12-17</u>	MoJ advice
Missing from Education, Home or Care	<p><u>Children missing from care home and education</u></p> <p><u>Regional safeguarding guidance children missing education</u></p> <p><u>Working together to improve school attendance (publishing.service.gov.uk)</u></p>	West Midlands Safeguarding Children Procedures
Family Members in prison	<u>Family members in prison</u>	Barnardos in partnership with Her Majesty’s Prison and

		Probation service (HMPPS) advice
Drugs	<p><u>PSYCHOACTIVE SUBSTANCES policeandschools.org.uk</u></p> <p><u>ALCOHOL policeandschools.org.uk</u></p> <p><u>West Midlands Procedures Children with Substance Misusing Parents</u></p>	Birmingham Police and Schools panels
Domestic Abuse	<u>West Midlands Procedures Domestic Violence and Abuse</u>	West Midlands Safeguarding Children Procedures
Child Exploitation	<u>West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</u>	West Midlands Safeguarding Children Procedures
Homelessness	<u>Government Homelessness publication</u>	HCLG
Health & wellbeing	<u>Self-harm and suicide procedures</u>	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Radicalisation	<u>Safeguarding children and young people against radicalisation and violence</u>	West Midlands Safeguarding Children Procedures
Violence	<p><u>Children affected by gang activity and youth violence</u></p> <p><u>Violence against women and girls</u></p> <p><u>Honour-based violence West Midlands Safeguarding Children Group</u></p>	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools panels West Midlands Safeguarding Children Procedures BCC Education Safeguarding

Part 3: QUALITY ASSURANCE, LEARNING FROM CASES AND CONTINUOUS IMPROVEMENT

22.0 Quality assurance

Quality assurance is about assessing the quality of the work we undertake in safeguarding and understanding the impact of this work in terms of its effectiveness in helping learners feel safe.

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements.

The BSCP has recommended that “in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in provider and multi-agency early help interventions, the number of requests for support being made and the number being accepted.”

This means that at CSR:

We will complete the s175 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.

We will contribute quality data to inform multi-agency audits and practice reviews.

We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

The safeguarding team will regularly review closed cases and assess whether improvements could have been made.

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a person.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Conspicuous covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

2. SEXUAL ABUSE

Sexual abuse involves forcing or enticing young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving learners in looking at, or in the production of, sexual images, watching sexual activities, encouraging learners to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can peers.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;

- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Depression, withdrawal, isolation from peer group;

3. SEXUAL EXPLOITATION

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children’s Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or peer (this may involve physical and/or emotional abuse and/or gang activity);
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

4. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. These may include overprotection or preventing the young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing an individual frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The young person consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;

- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia;

DEALING WITH A DISCLOSURE OF A SAFEGUARDING ISSUE

When a learner tells me about a safeguarding issue, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure them. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the young person. Assure her/him that you will try to help but let the young person know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. People very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the learner that it is not her/his fault.
- Encourage them to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the learner is trying to tell you.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the learner may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the learner again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the learner's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB, it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards:

You should not deal with this yourself. Disclosure of a safeguarding issue must be reported to the DSL or Safeguarding Team without delay.

Learners making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a young person who has suffered a safeguarding issue can be traumatic for the tutor involved. Support for you will be available from your DSL or Director.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR DIRECTOR OR CONTRACTOR

1. Inappropriate behaviour by staff could take the following forms:
 - **Physical**
For example, hitting, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for learner's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards learners, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a learner makes an allegation about a member of staff, Governor, visitor or contractor the Directors must be informed immediately. The Directors must carry out an urgent initial consideration in order to establish whether there is substance to the allegation.

3. The Directors should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Children's Trust Designated Officer (LADO) Team¹ (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through CSR's own internal procedures.
 - If the Directors decide that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the learner safeguarding file. The

¹ In other authorities the LADO service is referred to as the Position of Trust Team (POT)

allegation should be removed from personnel records.

4. **If a learner, member of staff or employer makes an allegation about a Director the concern should be made directly to the LADO Team specific to the learner's location.**

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation is defined in KCSiE 2024 as:

The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the learner is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the learner may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends;

they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the learner’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the learner may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

**PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for CSR is Trudy Jukes, who is responsible for:

- Ensuring that staff of CSR are aware that you are the SPOC in relation to protecting learners from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of CSR in relation to protecting learners from radicalisation and involvement in terrorism;
- Raising awareness within CSR about the safeguarding processes relating to protecting learners from radicalisation and involvement in terrorism;
- Acting as the first point of contact within CSR for case discussions relating to learners who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable learners into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

² Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Please see CSR Staff Code of Conduct Policy

Learners Missing from Education

APPENDIX 7

If a learner does not attend a session or arranged meeting they should contact their tutor directly by email, phone call or text message, in advance, to notify you. It is their responsibility to also notify their line manager. This is the process for reporting an absence. Please ensure that your learners are aware of and follow this process which can be found on page 6 of the CSR Apprenticeship Handbook and in the CSR Attendance Policy.

If a learner has not attended as expected and has not notified their tutor or VSC that they will not be attending, they are classed as Learners Missing from Education and the following process must be followed.

Learner details	1 st step	2 nd step	3 rd step
Learner over the age of 19 with no safeguarding issues raised previously and no additional learning support requirements.	Tutor/VSC attempts contact as soon as they are able, this may be upon conclusion of the lesson. Learner must be encouraged to get in touch with an explanation at earliest convenience – via voice message, email or texts.	If a response is not forthcoming by the following day at the latest, tutor/VSC should contact line manager.	If line manager is unaware of absence and no word is received after 24 hours, Safeguarding team is notified. SG team will pick up contact attempts and emergency contacts may be called.
Learner aged 16 to 18 with no safeguarding issues raised previously and no additional learning support requirements.	Tutor/VSC attempts contact immediately upon failure to attend. Learner must be encouraged to get in touch with an explanation at earliest convenience – via voice message, email or texts. Tutor/VSC attempt contact again following lesson.	If step 1 has failed. Tutor/VSC must contact line manager immediately.	If line manager is unaware of absence, tutor/VSC must contact the Safeguarding team. SG team will pick up contact attempts and emergency contacts will be called.
Learners with wellbeing or safeguarding issues raised and learners with ALS requirements.	Tutor/VSC attempts contact immediately upon failure to attend. If no response, tutor/VSC will contact line manager immediately. If line manager unaware of whereabouts or any reported absences, tutor/VSC contacts Safeguarding Team and emergency contacts will be called.		

The main purpose of this process is to safeguard CSR learners with a vulnerability however; it is also a mechanism by which line managers will be kept up to date (outside of quarterly progress reviews) of disciplinary issues regarding attendance.

SAFEGUARDING CONTACTS AND REFERRALS**APPENDIX 8**

Please note: contact details listed below are for the West Midlands area. CSR's Safeguarding Team maintain a national database of contact information for such points of contact elsewhere in the country. Please contact the Safeguarding Team for further information.

Contact	Detail	Subject	Number
CASS	Children's Advice and Support Service – Birmingham Children's Trust	Referral re abuse/neglect	0121 308 1888 000 - 01216754806
BSAT	Birmingham Safeguarding Adults Team	Referral re abuse/ neglect	0121 303 1234
LADO	Local Authority Designated Officers (Position of Trust - Child Safeguarding Concerns)	Referral for allegations against a person in a position of trust	0121 675 1669
Forward Thinking Birmingham	Bham NHS Trust – mental health crisis team	Referral for mental health crisis	0300 300 0099
Police		Immediate Prevent concern where there is an imminent danger	999
Alamgir Sheriyar	Department for Education – Prevent Officer	Queries concerning a potential Prevent issue	07468714372
Sean Arbuthnot	BCC Prevent Coordinator	Queries concerning a potential Prevent issue	0121 303 7682

When a member of CSR staff joins the Safeguarding Team and becomes a Safeguarding Officer, they agree to undertake the following responsibilities in addition to their day to day role.

- Undertake Level 3 DSL training and maintain it with refresher courses every 3 years. Undertake additional training courses in specialist areas as needed.
- Effectively handling Safeguarding cases – this includes monitoring the email account on an allocated day, liaising with the learner appropriately, bringing a safeguarding case to the SG meetings for consultation and agreement of action plan, liaising with the DSL and/or external agencies as required and acting in the best interest of the learner. Keeping up to date records of the safeguarding case.
- Attending monthly safeguarding meetings to discuss open cases and other safeguarding topics
- Acting as Area Champion for multi-agency response and Prevent – keeping up to date with allotted area contacts and developments.
- Assisting with the creation and update of safeguarding resources for learners
- Assisting with the in-house training of CSR delivery staff on specialist safeguarding topics.