

THE MISSION ACADEMY(TMA)

SAFEGUARDING POLICY

Incorporating our Child Protection Policy and Safer Recruitment Policy

The Mission Academy is an independent Christian Learning Centre and will be referred to as TMA Learning Centre in some parts of this policy.

This document has been reviewed with reference to the documents *Keeping Children Safe in Education 2023, The Prevent Duty, Departmental advice for schools and childcare providers, July 2015, Working Together to Safeguard Children 2018, Guidance For Safer Working Practice For Those Working With Children and Young People in Education Settings 2022 and The Children Act 2004*

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and acting to enable all children to have the best outcomes.

The terms 'child' and 'children' includes everyone under the age of 18.

The Leadership and Management of The Mission Academy (TMA) take seriously their responsibility to protect and safeguard the welfare of children and young people entrusted to the care of The Mission Academy's staff.

Our Chair of Governors is Pastor Lanre Laditi

Our Safeguarding Lead is Mercy Laditi. Their role in Safeguarding is to take the lead in dealing with allegations of abuse made against any person involved within TMA Learning Centre; to ensure that TMA Learning Centre operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with the children.

All staff who work directly with children must undertake a regular course on child protection that must be updated regularly and read Part 1 and Annex B "Further Information", of the latest edition of Keeping Children Safe in Education. Those staff not working directly with children must read either Part 1 or Annex A. The management will decide which one according to the role of the staff member.

TMA will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Accordingly, these guidelines have been prepared in consultation with ~~thirtyone~~:eight and Christian Education Europe.

TMA are committed to:

- Listening to, relating effectively and valuing children and young people whilst ensuring their protection while in their care.
- Encouraging and supporting parents/carers.
- Ensuring that staff members are given support and training.
- Having a system for dealing with concerns about possible abuse.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Everyone who encounters children, and their families has a role to play in safeguarding children. Anyone working in TMA Learning Centre is particularly important as they can identify concerns early and provide help for children, to prevent concerns from escalating; they form part of the wider safeguarding system for children. For a description of this system, see *Working Together to Safeguard Children 2018*.

All staff members have a responsibility to provide a safe environment in which children can learn. They have a responsibility to identify children who may need extra help or who are suffering,

Staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to children's social care.

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

A concern is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. It involves the child's safety and well-being.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

IMPORTANT CONTACT DETAILS:

Safeguarding incidents could happen anywhere, and staff should be alert to possible concerns being raised at any time

The Designated Safeguarding Lead is Mercy Laditi.

Safeguarding concerns about adults in the centre should be made to the Safeguarding Lead.

To contact her please call: 07576735240

All staff members may raise concerns directly with Children's Social Care services

To make a Safeguarding/Child Protection Referral contact either:

- The NSPCC Helpline: 0808 800 5000
- The NSPCC whistle-blowing helpline: 0800 028 0285

- The Police: 101 to report crime and other concerns that do not require an emergency response; 999 when there is danger to life or when violence is being used or threatened
- **thirtyone:eight: 0303 003 1111**

TMA will work with the Local Authority Designated Officer (LADO) as deemed appropriate. The LADO provide advice and guidance to employers and voluntary organisations that have concerns about a person working or volunteering with children and young people who may have behaved inappropriately, or you have received information that may constitute an allegation.

CHILD PROTECTION POLICY

TMA Learning Centre recognises that many children and young people today are the victims of neglect, and physical, sexual, and emotional abuse, including extremism and radicalisation. Accordingly, TMA have adopted the policy contained in this document, (hereafter “the policy”).

The policy sets out agreed guidelines relating to the following areas:

- The Prevent Duty
- Definitions of abuse
- Responding to allegations of abuse, including those made against staff.
- Appointing staff
- Supervision of activities and practice issues
- Helping victims of abuse
- Working with offenders
- Safer Recruitment including the level of DBS checks that will be undertaken for volunteers and all TMA staff.

THE PREVENT DUTY

TMA Learning Centre is aware that from Wednesday 1 July 2015, all childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The Governmental definition of extremism is:

‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

As an independent learning centre we will endeavour to keep children safe and promote their welfare whilst they are in our care. To protect children in our care, we must be alert to any safeguarding and child protection issues in the child’s life at home or elsewhere.

The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The full Government Prevent Duty (2015) can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

SIGNIFICANT HARM

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Decisions about significant harm should be informed by a careful assessment of the child's circumstances and discussion between statutory agencies and with the child and family.

INDICATORS OF ABUSE

The following definitions of child abuse are taken from the document '*Keeping Children Safe in Education*'.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child 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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific

safeguarding issue (also known as peer-on-peer abuse) in education and **all** staff should be aware of it and of their establishment's policy and procedures for dealing with it.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES

Children with special educational needs and disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

TMA Learning Centre will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Further information can be found in the SEND Code of Practice 0 to 25

Learners with SEN and disabilities have the following safeguarding vulnerabilities:

- Disabled children are at significantly greater risk of physical, sexual, and emotional abuse and neglect than non-disabled children
- Disabled children at greatest risk of abuse are those with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.
- Disabled children are more likely to be abused by someone in their family compared to non-disabled children. The majority of disabled children are abused by someone who is known to them.
- Bullying is a feature in the lives of many disabled children
- Disabled children are more likely to experience the negative aspects of social networking sites than non-disabled children
- Disabled children (and severely disabled children even more so) may disclose less frequently, and delay disclosure more often compared to typically developing children. Disabled children are most likely to turn to a trusted adult they know well for help such as family, friend, or teacher

Disabled children are at greater risk of abuse and significant barriers can exist to their safeguarding and wellbeing. Understanding a child's needs, building on their strengths,

overcoming the barriers, and developing innovative solutions for meeting the challenges will not only enhance the child's wellbeing and protection from abuse but will provide learning that may also be of benefit for non-disabled children. Disabled children have an equal right to protection from abuse.

Children Missing from Education

All our students are home educated; therefore, this condition does not apply to our setting.

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

Information on CCE and CSE may be found in "Child Sexual Exploitation Definition and Guide Feb 2017" and KCSIE 2021(Annex B), should it be required.

Child-on-Child Abuse

The Mission Academy will act to minimise the risk of child-on-child abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, and is a place where children can raise concerns.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen anywhere, including online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in TMA Learning Centre, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or Deputy

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

It is more likely that girls will be victims and boys' perpetrators, but child-on-child abuse is unacceptable and will be taken seriously whoever is the victim and the perpetrator.

All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to TMA's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

TMA will act to minimise the risk of child-on-child abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, and has effective systems in place where children can raise concerns

Sexual violence and sexual harassment between children

See KCSIE Part 5: *Child-on-child sexual violence and sexual harassment*.

All staff should be aware of indicators, which may signal that a child is at risk from or is involved with serious violent crime. These may include a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same venue. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All staff should understand it is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours between peers;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts.
- not dismissing or tolerating such behaviours, as this can lead to a culture of unacceptable behaviours, an unsafe environment for children, and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Female Genital Mutilation

TMA will access the following documents if ever the need arises for such information, as referred to in Annex B of KCSIE 2023:

‘FGM mandatory reporting duty for teachers’ KCSIE 2023 page 154

‘Multi-Agency Statutory Guidance on Female Genital Mutilation’

‘FGM Resource Pack’

‘FGM Fact Sheet’

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of an educational establishment’s safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **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 single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

See KCSIE 2023, pages 46 for advice and guidance on children requiring mental health support.

OTHER SAFEGUARDING ISSUES

Staff need to be aware of the following specific issues.

Guidance and practical support on these specific safeguarding issues will be sought from expert and professional organisations, if and when needed, using the NSPCC and GOV.UK websites. Links to **Additional Advice and Support** may be found on pages 140-142 of KCSIE 2021, which signpost establishments towards further information on specific safeguarding issues.

- Bullying including cyberbullying - see our Online (e-Safety) Policy
- Cybercrime (*KCSIE 2023 page 145*)
- Domestic Abuse – inc. 'teenage relationship abuse' (*KCSIE 2023 page 146*)

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse](#) Signs Symptoms Effects
- [Refuge](#) what is domestic violence/effects of domestic violence on children
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) - specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing

abuse in their own relationships and parents experiencing child to parent violence/abuse)

- o [Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Gangs and youth violence
- Hate - see Educate Against Hate
- Homelessness – the DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns. Referrals to the Local Housing Authority should not replace referrals to children’s social care where a child is being harmed or at risk of harm. Staff should recognise that for 16- and 17-year-olds homelessness may not be family-based, and the DSL should ensure appropriate referrals to children’s services are made where necessary. (See KCSIE 2021 page 130)
- Children requiring mental health support (See KCSIE 2023, page 46)
- Children who need a social worker (Child in Need and Child Protection Plans) (See KCSIE 2023, page 44)
- Private fostering (See KCSIE 2023 page 83)
- Sexting / Sharing nude and semi-nude images – See The [UK Council for Internet Safety](#) (UKCIS) non-statutory guidance on Youth Produced Sexual Imagery (YPSI), entitled ‘**Sharing nudes and semi-nudes: advice for education settings working with children and young people**’ and our ‘Sharing Nude and Semi-nude Images Policy’

RECOGNISING AND RESPONDING TO ABUSE

The following signs may or may not be indications that abuse has taken place, but the possibility should be considered.

Physical Signs of Abuse

- Any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention.
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care, etc.
- Reluctance to change for or participate in games or swimming.
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc., which do not have an accidental explanation.
- Cuts/ scratches/ substance abuse.

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse.
- Any allegations made by a child concerning female genital mutation.
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Child who is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams, or nightmares, sometimes with overt or veiled sexual connotations.
- Eating disorders – anorexia, bulimia

Emotional Signs of Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also, depression/ aggression, extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Inappropriate relationships with peers and/ or adults.
- Attention-seeking behaviour.

- Persistent tiredness
- Running away/ stealing/ lying

WHAT TO DO IF YOU SUSPECT THAT ABUSE MAY HAVE OCCURRED

1. You must report concerns as soon as possible to Toyin Laditi (hereafter the “Coordinator”), who is nominated by the Leadership and Management of TMA to act on their behalf in referring allegations or suspicions of neglect or abuse to the statutory authorities. They may also be required by conditions of the TMA’s Insurance Policy to immediately inform the Insurance Company. In the absence of the Coordinator, the matter should be brought to the attention of Adeteju Alonge (hereafter the “Deputy Coordinator”). In all instances telephone : 07414260647
2. If the suspicions in any way involve the Coordinator, then the report should be made to the Deputy Coordinator at TMA. If the suspicions in any way implicate both the Coordinator and the Deputy Coordinator, then the report should be made in the first instance to **thirtyone:eight, PO Box 133, Swanley, Kent, BR8 7UQ. Telephone 0303 003 1111**
3. Suspicions will not be discussed with anyone other than those nominated above
4. It is, of course, the right of any individual as a citizen to make direct referrals to the child protection agencies or seek advice from thirtyone:eight, although we hope that clients of the centre will use this procedure. If, however, you feel that the Coordinator or Deputy Coordinator have not responded appropriately to your concerns, then it is open to you to contact the relevant organisation direct. We hope that by making this statement that we demonstrate the commitment of TMA to effective child protection.

ALLEGATIONS OF PHYSICAL INJURY OR NEGLECT

If a child has a physical injury or symptom of neglect, the Coordinator will:

1. Contact **thirtyone:eight** for advice in cases of deliberate injury or when concerned about the child’s safety. The staff in these circumstances should not inform the parents.
2. Where emergency medical attention is necessary it will be sought immediately. The Coordinator will inform the doctor of any suspicions of abuse.
3. In other circumstances speak with the parent/ carer and suggest that medical help/ attention be sought for the child. The doctor (or health visitor) will then initiate further action, if necessary.
4. If appropriate, the parent/ carer will be encouraged to seek help from thirtyone:eight.
5. Where the parent/ carer is unwilling to seek help, if appropriate, the Coordinator will offer to go with them. If they still fail to act, the Coordinator should, in cases of real concern, contact thirtyone:eight for advice. thirtyone:eight will confirm its advice in writing in case this is needed for reference purposes in the future.

ALLEGATIONS OF SEXUAL ABUSE

In the event of allegations or suspicions of sexual abuse, the Coordinator will:

1. Contact the Police Child Protection Team directly. The Coordinator will NOT speak to the parent (or anyone else).
2. If, for any reason, the Coordinator is unsure whether or not to follow the above, then advice from **thirtyone:eight** will be sought and followed. **thirtyone:eight** will confirm its advice in writing in case this is needed for reference purposes in the future.
3. Under no circumstances will the Coordinator attempt to carry out any investigation into the allegation or suspicions of sexual abuse. The role of the Coordinator is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the Children, Schools and Families department, whose task it is to investigate the matter under Section 47 of the Children Act 1989.
4. Whilst allegations or suspicions of sexual abuse will normally be reported to the Coordinator, the absence of the Coordinator or Deputy should not delay referral to the Children, Schools and Families department.
5. Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the Coordinator or Deputy as to the appropriateness of a referral to the Children, Schools and Families department, that person retains a responsibility as a member of the public to report serious matters to the Children, Schools and Families department, and should do so without hesitation
6. TMA Learning Centre will support the Coordinator or Deputy in their role and accept that any information they may have in their possession will be shared in a strictly limited way on a need-to-know basis.

HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE OR NEGLECT

It is not easy to give precise guidance, but the following may help:

General Points

- If a child makes a disclosure regarding abuse or neglect, you must always take any such concerns seriously and follow TMA Learning Centre's procedures for reporting allegations.
- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things you may say or show

- "I believe you" .
- Show acceptance of what the child says.
- "Thank you for telling me" .
- "It's not your fault" .
- "I will help you" .

Do not say

- "Why didn't you tell anyone before" .
- "I can't believe it!" .

- “Are you sure this is true?”.
- “Why? How? When? Who? Where?”
- Never make false promises.
- Never make statements such as “I am shocked, don’t tell anyone else”.

Concluding

- Again, reassure the child what you are going to do next and that you will let them know what happens (the DSL might have to consider referring to the Children, Schools and Families department or the Police to prevent a child or young person returning home if TMA considers them to be seriously at risk of further abuse).
- Contact Toyin Laditi who is responsible for coordinating child protection concerns or contact the Children, Schools and Families department / Police/ NSPCC.
- Consider your own feelings and seek pastoral support if needed.

WHAT TO DO ONCE A CHILD HAS TALKED TO YOU ABOUT ABUSE

The Procedure

- Make notes as soon as possible (preferably within one hour of the child talking to you), writing down exactly what the child said and when she/he said it, what you said in reply and what was happening immediately beforehand (e.g., a description of the activity). Record dates and times of these events and when you made the record. Keep all hand-written notes, even if subsequently typed. Such records should be kept safely for an indefinite period.
Use the form “Responding to abuse – worker’s action sheet”
- Report your discussion as soon as possible to the Coordinator. If the latter is implicated report to the Deputy Coordinator. If all are implicated, report to thirtyone:eight or to Children, Schools and Families if preferred.
- You should not discuss your suspicions or allegations with anyone other than those nominated in the above point.
- Once a child has talked about abuse the worker/ Coordinator should consider whether or not it is safe for a child to return home to a potentially abusive situation. On rare occasions, it might be necessary to take immediate action to contact Children, Schools and Families and/ or Police to discuss putting into effect safety measures for the child so that they do not return home.

WORKING WITH OFFENDERS

TMA Learning Centre in their commitment to the protection of all children will meet with the individual and discuss boundaries that the person will be expected to keep.

Offenders will be expected to sign a contract stipulating boundaries and will involve the person’s family and partner who will need to be informed.

HELPING VICTIMS OF ABUSE – THE CHILD’S WISHES

As a Christian organisation, we are committed to supporting victims of abuse, and encouraging them in their faith.

TMA Learning Centre will ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members should not promise confidentiality to the child and always act in the **best interests** of the child.

If a child – or their parent/carer – makes a disclosure regarding abuse or neglect, the member of staff must always take any such concerns seriously and follow TMA's procedures for reporting allegations.

ARRANGEMENTS FOR SUPERVISION OF GROUP/ CHILDREN'S ACTIVITIES

Practical Issues

- A register of children or young people attending the activity should be kept, and a register of helpers.
- A log of each activity, recording any unusual events with each teacher/assistant recording what they witnessed should be kept.
- Incidents such as fights and what action the teacher/assistant took should be recorded in the logbook.
- Accidents and injuries should be recorded in a separate accident book and parents and older children should be asked to sign this.
- No person under 16 years of age should be left in charge of any children of any age. Nor should children or young people attending TMA be left alone at any time.

Boundaries

- All staff members should treat all children/young people with dignity and respect in attitude, language used and actions.
- Respect the privacy of children, avoid questionable activity.
- If you invite a child to your home, ensure this is with the knowledge of TMA and that a parent is aware.
- Ensure that all transport arrangements have parental approval and are with the knowledge of the leadership.
- Only staff members assigned to a group should be allowed into rooms. Other adults should not have free access. Ensure you note anybody else who is there for a specific reason in the logbook.

ONE-TO-ONE SITUATIONS

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should consider the individual needs of each pupil and should be reviewed regularly.

Arranging to meet with pupils from TMA or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil, and their parents/carers.

Where staff are expected to work one to one with a pupil on a virtual platform, clear expectations should be set out for all of those involved that are reflective of the settings safeguarding policies and procedures.

Staff should:

- work one to one with a child only when absolutely necessary (both in person or online) and with the knowledge and consent of senior leaders and parents/carers.
- be aware of relevant risk assessments, policies and procedures, including child protection, acceptable use policy and behaviour management.
- ensure that wherever possible there is visual access and/or an open door in one to one situations.
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- always report any situation where a pupil becomes distressed or angry.
- consider the needs and circumstances of the pupil involved
- ensure prior to any online learning, there are clear expectations of behaviour and conduct of all parties that have been agreed in advance.

HOME VISITS

All work with pupils and parents should usually be undertaken in TMA Learning Centre premises. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits; e.g., to undertake a welfare visit during TMA closures.

Staff should:

- agree the purpose for any home visit with the Head Teacher/Principal and ensure that all visits are justified and recorded.
- have a clear understanding of the actions that should be taken if it is believed that a child or parent is at immediate risk of harm, including when to contact emergency services and/or partner agencies.
- adhere to agreed risk assessments.
- avoid unannounced visits wherever possible.
- ensure there is visual access and/or an open door in one to one situations.
- never enter a home without the parent or carer's consent or when the parent or carer is absent, except in an emergency.
- always make detailed records including times of arrival and departure.
- ensure any behaviour or situation which gives rise to concern is discussed with their manager.
- ensure that children are seen in open and observable spaces; for example, living rooms.
- comply with data protection regulations in relation to any personal information carried or notes made about the child.
- have access to a mobile telephone and an emergency contact.

POLICY ON SUSPICIONS OR ALLEGATIONS OF CHILD ABUSE INVOLVING STAFF

Staff must be aware that they may be vulnerable to accusations of abuse and must, therefore, be sensitive to a child's reaction to physical contact and react appropriately. During their daily contact with the children, all staff must be aware of the following:

- Staff should not touch a child in such a way or on parts of the body that might be considered indecent.
- Staff should avoid restraining children, except under certain circumstances when it is unavoidable
- Staff should maintain professional standards of behaviour and appropriate boundaries at all times in relationships between themselves and the pupils, themselves, and the parents, and avoid behaviour which could be misinterpreted by others. Staff should report any such incident to the Centre coordinator or DSL. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.
- A member of staff, who feels that they may be at risk of being accused of behaving inappropriately, should request the presence of another member of staff.
- No form of corporal punishment should ever be used, nor its use ever threatened.
- When it is necessary to restrain a child to prevent injury to themselves, other people, or property, only the minimum force should be used and injury to the child concerned should be avoided. Any arm or hands should never be placed around a child's neck.

If there is an allegation or suspicion of misconduct about a member of staff, the Coordinator must be informed immediately. Failure to do so would result in disciplinary action

If the allegation or suspicion in any way involves the Coordinator then the report should be made to the Deputy Coordinator, 07527678276 If the suspicions in any way implicate both the Coordinator and the Deputy Coordinator, then the report should be made in the first instance to **thirtyone:eight**, PO Box 133, Swanley, Kent, BR8 7UQ, 0303 003 1111.

Since January 2009, organisations are required to inform the Independent Safeguarding Agency (ISA) within one month of leaving the establishment, any person, whether employed, contracted, a volunteer or a student, whose services are no longer used because he or she is considered unsuitable to work with children.

TMA will also make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty of the organisation.

Regard must be given to the section 'Allegations of Abuse Made against Teachers and Other Staff', in the document "Keeping Children Safe in Education".

ALLEGATIONS AGAINST STUDENTS

Bullying should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. A student against whom an allegation of abuse has been made may be banned from TMA during the investigation if it is considered to be in the interests of a child who might otherwise be at risk, in the interests of the students at large or to allow the investigation to proceed more effectively.

POLICY FOR CHILDREN LOOKED AFTER

TMA recognises that children looked after/ children in care are one of the most vulnerable groups of children so need more frequent observational assessment to meet their needs. All staff will be made aware of anyone in TMA who is looked after so that the child can be supported adequately. On admission, it will be established who has parental responsibility so that statutory requirements are met.

PHOTOGRAPHY AND IMAGES

To protect children, we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Only use TMA's equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them.

EXTERNAL VISITORS/CONTRIBUTORS/SPEAKERS

Any professionals visiting the centre should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the staff will contact the relevant organisation to verify the individual's identity.

APPOINTMENT OF WORKERS / SAFER RECRUITMENT

In appointing workers, the following criteria will need to be met:

- 1 All prospective applicants will be asked to complete an application form.
- 2 All shortlisted applicants will be informed that online searches may be undertaken as part of due diligence checks. This is to identify any incidents or issues that have happened, and are publicly available online, which TMA might want to explore with the applicant at interview.
- 3 The procedure for the appointment will be:
 - * Completion of application form
 - * An interview to make sure any past issues are resolved.
 - * Undertaking all necessary checks as detailed below
 - * Discussing with the applicant in detail TMA's policy on safeguarding children's welfare and expectations in relation to practice issues e.g. supervision of children's activities and workers etc.
 - * Attaching the new appointee to a more experienced worker for a period of time
 - * During and at the end of this probationary period, receiving feedback from other workers on the progress of the trainee
 - * Only then confirming the appointment – perhaps with regular reviews and support where there are particular concerns.
3. TMA Learning Centre will verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
4. Enhanced DBS checks will be undertaken for all staff, including volunteers who are carrying out relevant, unsupervised activities with the students, and all TMA staff.
5. Individuals who have lived or worked outside the UK will undergo the same checks as all other staff as far as is possible. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:
 - criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
 - obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body.

Where available, such evidence can be considered together with information obtained through other pre-appointment checks to help assess their suitability. Where this information is not available, we will seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment. Although sanctions and restrictions imposed by another

regulating authority do not prevent a person from taking up teaching positions in England, we will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. All steps taken will be well documented.

6. The applicant's right to work in the UK will be checked and evidence kept on record.
7. As part of our Safeguarding Policy employment will not be offered without the applicant supplying evidence of a full employment history, including information on any gaps.
8. Applicants will be asked to supply a declaration of their mental and physical fitness, to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role.
9. Applicants will be asked to supply a declaration regarding childcare disqualification.
10. Two references will be requested.
11. Professional qualifications will be verified, as appropriate.
12. As part of the shortlisting process, TMA will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which TMA might want to explore with the applicant at interview. This will have regard to *KCSIE Part two - Legislation and the Law for information on data protection and UK GDPR*.
13. The criteria for NOT appointing children's workers are:
 - Previous offences against children.
 - If TMA has reservations about an individual's behaviour, lifestyle, attitudes, and spiritual commitment.
 - If TMA has any reasons to doubt a worker's suitability for the job.
14. Workers will be given a contract on appointment
15. All new staff will be expected to read all policies concerning Child Protection and Safeguarding.
16. All new staff will need to complete a Child Protection Course, renewable every three years
17. TMA will keep this information on all staff members as to whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed, in a single central record.

SAFETY MATTERS

An annual safety review will be held to consider all aspects of safety for children and young people

TMA Learning Centre's arrangements to fulfil other safeguarding and welfare responsibilities are as follows:

- Ensure high standards of provision and care for all students
- Actively promote equality and diversity
- Tackle bullying and discrimination immediately
- Prevent radicalisation and extremism
- Ensure that children and learners are protected and feel safe.
- Challenge any discriminatory behaviour and give help and support to children about how to treat others with respect
- Consistently promote positive behaviour
- Ensure that all children and learners can identify a trusted adult with whom they can communicate about any concerns, and know that these adults will listen to them and take their concerns seriously
- Ensure that written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records will be shared appropriately and, where necessary, with consent.
- Make clear risk assessments
- Oversee the safe use of technology by ensuring that our policies and procedures are adhered to
- Use Acceptable Use Agreements
- Carefully select and vet staff and volunteers working with children and learners according to statutory requirements.
- Check all staff using Enhanced DBS checks
- Ensure that all staff have regular Child Protection and Safeguarding Training
- Keep the Single Central Record up to date
- Regularly review safeguarding policies and procedures to keep all children and learners safe

Policy Adopted by The Mission Academy on: _____

Policy Reviewed on: _____

Policy Due for Review on: _____ (unless required sooner)