



CAST Angling Projects – Child Safeguarding Policy

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Approved at the meeting of the Governing Body, held on 1st September 2025.

Author: Mick Leivers

Position: Chairperson and Designated Safeguarding Lead

Policy Statement

At CAST Angling Projects ('**CAST**'), we prioritise the safety and wellbeing of all children and young persons involved in our activities. Our safeguarding policy (the '**Policy**') outlines our unwavering commitment to creating a secure environment where children and young persons can thrive, learn and enjoy their experiences.

This Policy will be reviewed annually, with the flexibility to conduct earlier reviews based on lessons learned, national or local guidance and / or new or amended legislation.

This Policy reflects the current legislation and adheres to the accepted best practices. Specifically, it aligns with the government guidance provided in 'Working Together to Safeguard Children' (July 2018, updated February 2024) and 'Keeping Children Safe in Education' (September 2024).

By implementing this Policy, CAST ensures that children and young persons – regardless of age, gender, religion, ethnicity, disability, sexual orientation or socio-economic background – participate in a safe and child- / young person-centred environment during our activities.

Policy Review Dates and Changes

Review Date	By Whom	Summary of Changes Made	Date Ratified by Governors / Trustees	Date Implemented



Policy Compliance

This Policy has been read and understood by all members of CAST staff.

Name	Signature	Date
Antony Holmes		
Andrew Hardy		
Ashley Day		
Blakeney Asher		
Charlie Reynolds		
Chris Winter		
Connor Cobbledick		
Damian O'Dell		
Dean Gladwin		
Eryn Ford		
Frank Middlebrook		
Helen Galbraith		
Isis Watson		
John Beasley		
Kelsey Grimsley		
Lee Taylor		
Mark Bexton		
Mick Leivers		
Rebecca Masson		
Richard Harrop		

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Section 1: Introduction

Definitions

In this Policy:

- (a) **‘Learners’** means all children and young persons.
- ‘Children’ includes and person under the age of 18 years-old.
 - ‘Young persons’ includes any person between and including the ages of 18–20 years-old.
- (b) **‘CAST’** is the abbreviated form of ‘CAST Angling Projects’.

Introduction

This Policy outlines the commitment of CAST to safeguarding and promoting the welfare of learners. Our aim is to ensure their continued safety, thus enabling them to achieve positive outcomes, by protecting them from abuse, neglect and exploitation.

The Policy applies to all adults involved in or on behalf of the organisation, including volunteers, governors / trustees and contractors.

Safeguarding and promoting the welfare of learners is defined as:

- Protecting learners from maltreatment;
- Preventing the impairment of learner’s mental and physical health or development;
- Ensuring that learners grow up in environments consistent with the provision of safe and effective care; and
- Taking action to support all learners in achieving their best possible outcomes.

Under sections 157 and 175 of the Education Act 2002 and the Children Act 1989, CAST is committed to its duty to safeguard and promote the welfare of learners by:

- Providing safe environments;
 - CAST provides secure access to safe environments where learners can be educated and develop;
- Online and offline protection;
 - CAST acts in the best interests of learners to protect them online and offline, including when they are receiving remote education.



- Early identification;
 - At the earliest opportunity, CAST acts to identify learners who may need early help or are at risk of, or have been exposed to, harm.
 - This includes, but is not limited to, neglect, abuse (including peer-to-peer), grooming and exploitation.
- Timely safeguarding action; and
 - CAST takes appropriate action to support learners who need extra help or are suffering, or likely to suffer, harm.
 - If necessary, CAST will promptly refer the learner to experts who can provide assistance.
- Safer recruitment and managing allegations.
 - CAST incorporates procedures including safer recruitment practices and effective management of both high and low level allegations / concerns.

CAST ensures that parents, carers and other partner agencies are aware of this Policy. It is accessible on the CAST Angling Projects' website and is prominently displayed in the reception area of Cornerstone House. In addition, all providers receive this Policy on an annual basis, or as reviewed, and safeguarding information is available in all areas accessed by learners and visitors.

Contact information for the CAST designated and deputy safeguarding leads, including availability during out-of-office hours and school holidays, is available on the Website.

Detailed Policy Statement

CAST operates with a comprehensive approach and ethos to safeguarding and protecting learners. Our commitment to safeguarding remains unwavering; we remain diligent by being guided by the principle that 'it could happen here'.

We recognise that every member in the provision has a crucial role in keeping learners safe. This includes actively listening to their concerns, understanding their perspectives, identifying concerns, sharing information and taking prompt action to address any issues that may arise.

Safeguarding and protection of learners is integral to CAST and is incorporated in all our processes and policy developments. Such systems and policies operate with the best interests of the learners at their core.

Whether on or off our premises, we take proactive measures to safeguard all learners. We assess risks and address issues within the wider community, considering their impact on the wellbeing and safety of our learners. Given the predominantly offsite nature of the provision, we acknowledge that our learners



may face increased risks relating to abuse, grooming, radicalisation and exploitation.

To fulfil our commitment to protecting learners, all staff undergo comprehensive training and continued professional development. All staff members receive training in Level 2 Safeguarding and participate in annual reviews. The designated and deputy safeguarding leads undergo specialised Level 3 Safeguarding training. In addition, all staff members regularly read government guidance relating to education, safeguarding and child protection. If legislation is amended, we promptly update our practices. Ongoing professional development in safeguarding is a priority, and staff are required to engage in annual training programmes, such as Prevent, as such.

CAST remains vigilant and actively implements any local learning to enhance our safeguarding practices. By maintaining a well-informed and trained team, we ensure the safety and wellbeing of our learners.

In addition, CAST recognises that its important role in multi-agency safeguarding arrangements and contributes to such work as outlined in Working Together to Safeguard Children (July 2018, updated December 2023). As a relevant agency, we understand our role within local safeguarding arrangements and operate in accordance with the following partnerships / procedures:

- Nottinghamshire Safeguarding Children Partnership (NSCP);
- Nottingham City Safeguarding Children Partnership (NCSCP);
- Multi-Agency Safeguarding Hub (MASH); and
- Derby and Derbyshire Safeguarding Children Multi-Agency Procedures, including the local criteria for action (the Threshold documents).

To support essential multi-agency safeguarding communications, the dedicated safeguarding email addresses are:

- mick@castap.org.uk (01623 723431 / 07970 294054);
- dean@castap.org.uk (01623 723431 / 07460 811653); and
- ashday@castap.org.uk (01623 723431 / 07432 539117).
- helen@castap.org.uk (01623 723431 / 07449966827)

The above email addresses are accessed on a daily basis. In the rare circumstances when one may not be available, an 'out of office' message is operated that provides alternative contact methods.

Context

This Policy enables CAST to carry out functions to safeguard and promote the welfare of learners. It must be read alongside the following key guidance:

- Department for Education's statutory guidance publications for schools and local authorities, including:



- Working Together to Safeguard Children (July 2018, updated December 2023);
- Keeping Children Safe in Education (September 2024);
- Designated Teacher for Looked-After and Previous Looked-After Children (2018);
- Behaviour in Schools (2024);
- School Attendance: Guidance for Schools (2022);
- School Suspensions and Permanent Exclusions (2023);
- UKCIS Sexting: How to Respond to an Incident (2024);
- Preventing Bullying (2017); and
- Disqualification Under The Childcare Act 2006.
- The Human Rights Act 1998 and Equality Act 2010 (including the Public Sector Equality Duty).
- The Data Protection Act 2018 and UK GDPR.
- Prevent Duty Guidance (2023).

Safeguarding is not confined to protecting learners from deliberate harm, neglect and / or failure to act. It relates to broader aspects of care and education.

This Policy therefore complements and supports a range of the provision's other policies, including:

- Acceptable Use of Technology and E-Safety Policy;
- Ant-Bullying and Child-on-Child Abuse Policy;
- Attendance Policy;
- Behaviour and Reward Policy;
- Children Missing from Education Policy;
- Data Protections and GDPR Policy;
- Data Retention and Deletion Policy;
- Drugs and Prohibited Items Policy;
- Equal Opportunities and Diversity Policy;
- Health and Safety Policy;
- Lone Working Policy;
- Managing Allegations Policy;
- Medication Administration Policy;
- Mental Health and Wellbeing Policy;
- Modern Slavery Policy;
- Off-Site Visits Policy;
- Photo Consent Policy;
- Restrictive Physical Interventions Policy;
- Risk and Needs Assessment Policy;
- Safer Recruitment and Selection of Staff Policy;
- Searching and Confiscation Policy;
- Sickness and Absence Policy;
- Smoking Policy;



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- SMSC Policy;
- Social Media Policy;
- Staff Code of Conduct and Disciplinary Rules Policy;
- Supporting Students with Medical Conditions and SEN Policy;
- Violence at Work Policy;
- Volunteer Policy;
- Vulnerable Adults Policy; and
- Whistle Blowing Policy.



Section 2: What is Abuse?

Abuse refers to the mistreatment of a learner, resulting from either deliberate harm or the failure to prevent harm. This maltreatment can occur at the hands of adults or peers.

Abuse manifests in various forms, such as:

- Physical abuse;
 - The infliction of bodily harm.
- Sexual abuse;
 - Inappropriate sexual conduct.
- Emotional abuse;
 - The infliction of harm through psychological means.
- Neglect; and
 - The persistent failure to provide necessary care and support.
- Witnessing the ill treatment of others.
 - For example, domestic abuse.

Learners are vulnerable to risks of abuse within their homes, educational environments, communities and online platforms. Indicators of such risks may include, but are not limited to, behaviours relating to:

- Drug taking;
- Alcohol misuse;
- Deliberate absence from or going missing from education;
- Serious violence (including county lines);
- Radicalisation; and
- Consensual / non-consensual sharing of nude and semi-nude images.

Safeguarding action is likely needed to protect learners from the following, whether perpetrated by adults or peers:

- Concerns that a learner has suffered or is at risk of suffering one of the aforementioned forms of abuse;
- Bullying;
 - Including online, prejudice-based, racist, disability and homophobic or transphobic abuse.
- Gender-based violence / violence against females;
- Sexual harassment, online sexual abuse and sexual violence between learners;
 - Online abuse may include sending abusive, harassing and misogynistic or misandrist messages, sharing nude and semi-nude images / videos and coercing others to make and share sexual imagery.
- Radicalisation and / or extremist behaviour;
- Child sexual and / or criminal exploitations;
 - Including county lines.



- Technology- and social media-based activities;
 - Including online bullying, grooming and risks of accessing inappropriate content.
- Abuse within intimate personal relationships between learners ('teenage relationship' abuse);
- Upskirting;
 - A criminal offence under the Voyeurism (Offences) Act 2019.
 - The act of taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual.
- Substance misuse;
 - By drugs and / or alcohol.
- Gang activity and serious violence;
- Domestic abuse;
- Forced marriage, marriage / civil partnership under the age of 18 years-old, virginity testing or hymenoplasty, female genital mutilation and so-called 'honour-based' abuse;
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII);
- Homelessness; and / or
- Other issues not here listed that may pose a risk to children.

Further information regarding indicators of abuse, neglect and exploitation, as well as the aforementioned safeguarding risks, can be found in Keeping Children Safe in Education (September 2024).



Section 3: Roles and Responsibilities

The Governing Body

Mick Leivers is the trained link governor for safeguarding.

Mick Leivers will attend safeguarding training at a minimum of every three years and will receive regular safeguarding updated.

- If absent or unavailable for a significant reason, Dean Gladwin, Helen Galbraith and Ashley Day have undergone training in the responsibilities of the designated safeguarding lead and will act as the deputy safeguarding leads. However, the lead responsibility remains with the designated safeguarding lead.

Governors in maintained schools are required to have an enhanced criminal records certificate from the Disclosure Barring Service ('DBS'). Mick Leivers is therefore under a responsibility to apply for an enhanced criminal records certificate or any governor who does not possess such. In addition, a section 128 check should be conducted for governors as individuals subject to one are disqualified from governance positions.

The Designated and Deputy Safeguarding Leads

Mick Leivers and Helen Galbraith are the designated safeguarding leads for CAST and will take lead responsibility for safeguarding and child protection.

Dean Gladwin, Frank Middlebrook and Ashley Day are the deputy safeguarding leads for CAST.

A designated or deputy safeguarding lead is always available to discuss safeguarding concerns. In the rare circumstance of unavailability, alternative routes and / or contact information will be provided to staff.

The designated and deputy safeguarding leads have a shared and equal duty to work together to safeguarding and promote the welfare of learners.

Roles and Responsibilities

The designated safeguarding lead will:

- Review this Policy on an annual basis and amend as necessary;
- Support the deputy safeguarding leads in fulfilling their roles and responsibilities;
- Work with the deputy safeguarding leads to ensure the effectiveness of safeguarding within the provision;
- Take the lead role in handling safeguarding matters.



The designated and deputy safeguarding leads will:

- Ensure that there is an appointed designated safeguarding lead and that they receive appropriate support;
- Nominate a governing body member to liaise with local authorities and partner agencies on safeguarding and child protection matters, including allegations against school / college leaders;
- Co-ordinate and maintain safeguarding concern forms, safeguarding logs, child protection arrangements and advice to staff and volunteers;
- Communicate safeguarding concerns to relevant individuals within providers in a timely manner;
- Contact the Local Authority Designated Office (LADO) in events of concerns / allegations arising regarding a staff member's suitability to work with children and young persons;
- Ensure that the provision has an implemented child safeguarding policy, single central record (containing dates of pre-employment checks and review dates) and staff code of conduct in place;
- Participate in, or support staff who take part in, strategy discussions, inter- / multi-agency meetings and assessment regarding learners;
- Implement safe recruitment procedures, conduct appropriate checks on prospective staff and volunteers and handle allegations appropriately;
- Cultivate a culture of safe recruitment by ensuring the implemented procedures deter, reject and / or identify individuals who may pose risks to learners;
- Actively liaise with staff to review, and if necessary, action the effectiveness of practices adopted to promote learner wellbeing;
- Ensure that detailed written records and logs of all concerns, allegations, behaviours and absences are maintained;
- Collaborate with staff to promote educational outcomes for learners at the provision;
- Regularly assess the adequacy of resources dedicated to safeguarding;
- Foster a dedicated culture to safeguarding;
- Support staff members, volunteers and contractors who have been involved in safeguarding matters;
- Ensure the Policy is accessible to parents, carers and learners upon request;
- Ensure the Policy aligns with other organisational policies to create an integrated and operational safeguarding model;
- Prioritise the best interests of the learner in all safeguarding processes and policies, and take into account their wishes and feeling when determining appropriate actions; and
- Meet on a half-termly basis to review safeguarding procedures, practices and potential case loads.



The role of the DSL has been further clarified and expanded to reflect best practice. DSLs are expected to:

- Take lead responsibility for managing safeguarding referrals and concerns.
- Coordinate effective information sharing between agencies and staff.
- Promote safeguarding awareness across the school community.
- Ensure that children's voices are heard and considered in safeguarding decisions.
- Provide support and guidance to staff on safeguarding matters and training.
-

Further information regarding the roles and responsibilities of the designated and deputy safeguarding leads is found in 'Annex C: Role of the Designated Safeguarding Lead' in the statutory guidance 'Keeping Children Safe in Education' (September 2024).

Staff

Induction

All staff at CAST are given an induction appropriate to their role which incorporates the provision's ethos, vision, aspirations and expectations. In addition, acceptable and unacceptable behaviours will be discussed.

New members of staff will receive information regarding the systems within the provision which support safeguarding, including policies and procedures. Such information will be read during the induction and reviewed on an annual basis.

Statutory Documents and Guidance

All staff receive a paper copy of various statutory safeguarding documents and guidance upon arrival, including:

- Children Missing Education (September 2016);
- Guidance for Safer Working Practises (February 2024);
- What To Do if You're Worried a Child is Being Abused (March 2015);
- Nottingham City Safeguarding Children Board's Indicators of Possible Child Abuse;
- Information Sharing (July 2018);
- Keeping Children Safe in Education (September 2024);
 - Part 1 must be read and understood on an annual basis.
- Nottingham City Threshold of Needs (2022);
- Nottinghamshire Safeguarding Children Partnership;
- Pathway to Provision;
- Regulated Activity in Relation to Children;



- Sexual Violence and Harassment in Schools (September 2021); and
- Working Together to Safeguard Children (February 2024).

Such information is read and signed by all staff to evidence receipt, reading and understanding of the documents. This is filed in the 'Safeguarding Folder' in Cornerstone House.

Roles and Responsibilities

All staff are aware of and understand their role in:

- Operation Encompass, a police-led initiative enabling schools to offer immediate support to learners experiencing domestic abuse;
- The safeguarding response to learners who are absent from education;
- The safeguarding response to child-on-child / peer-on-peer abuse;
- The early help process for low level and emerging needs;
- The process for making a referral to a local authority children's social care and the statutory assessments that may follow this.

All staff will:

- Know the procedure if a learner discloses that they are being abused, exploited or neglected, and subsequently be able to reassure the learner that they are being taken seriously, will be supported and will be kept safe;
- Know the procedure if a learner shares, produces, or receives a sexual communication;
- Know the procedure if a parent or carer shares any concerns about a learner; and
- Be aware that:
 - Learner may not feel ready, known how to disclose and / or recognise their experiences as harmful;
 - Certain learners may face additional barriers to disclosing information;
 - Any learner may benefit from early help and be alert to the need for early help for some groups of learners;
 - There are a plethora of indicators of abuse, exploitation and neglect;
 - There are a plethora of indicators which may signal learners are at risk of, or involved with, serious violent crime;
 - There are a plethora of indicators, alongside other factors and contexts, that a learner is likely to be susceptible to an extremist or radicalistic ideology;
 - Learners can be at risk of abuse within their homes, educational environments, communities and online platforms;
 - Learners with special education needs or disabilities (SEND), particularly those with neurodevelopmental conditions such as autism, and those with certain medical or physical health



- conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect;
- Such learners also face additional barriers to the recognition of this;
 - Some groups of learners may be at a greater risk of harm;
 - Such as those with a social worker, absent or missing from education or who are electively home educated, requiring mental health support, looked after / previously looked after and / or are lesbian, gay, bisexual, or gender questioning (LGBTQ+).
 - Technology is a significant component in many safeguarding and wellbeing issues;
 - 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;
 - Learners may display positive behaviour as a sign that they are suffering harm or that they have been traumatised by abuse; and
 - The 'one chance' rule regarding suspected or actual victims of forced marriage and so-called 'honour-based' abuse may mean there is only one opportunity to speak to a victim or potential victim to offer appropriate support and advice.
- Have the skills, knowledge and understanding to ensure looked after or previously looked after learners safety;
 - Discuss / report any concerns they have about a learner with the designated or deputy safeguarding lead;
 - If unsure, staff members should always speak to the designated safeguarding or deputy lead.
 - Staff members are able make their own referral to the local authority children's social care in urgent situations.
 - Speak to the designated or deputy safeguard lead regarding any concerns about so-called 'honour-based' abuse, breast ironing, female genital mutilation (FGM), virginity testing and hymenoplasty;
 - Staff members are under a legal duty to report FGM on females under 18 years-old to the police.
 - It is illegal to carry out, offer, aid or abet virginity testing or hymenoplasty in the UK.
 - Work with the designated safeguarding lead and do everything they can to support social workers when carrying out a statutory assessment; and
 - Be mindful that early information sharing is vital to identifying and tackling all forms of abuse, neglect and exploitation and in promoting learner's welfare, including in relation to their educational outcomes.

Safeguarding Training



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In addition to safeguarding training during induction, all staff members receive tailored safeguarding training aligned with their specific roles and responsibilities. All staff members undergo Level 2 Safeguarding training and the designated and deputy safeguarding leads undergo Level 3 Safeguarding training.

Furthermore, all staff members engage in continued professional development that covers various critical areas, including Prevent, Online Safety, Preventing Bullying, Equality and Diversity, Understanding Self Harm, ADHD / Dyslexia / Autism Awareness, Mental Wellbeing in Children and Young People and Looked After Children. This comprehensive training equips staff with the necessary knowledge and skills to ensure the safety of learners.

All the aforementioned training is updated annually to enable staff to be aware of the safeguarding issues that may put learners at risk of harm.

Additionally, those involved in the recruitment and employment of staff to work with learners will receive appropriate safer recruitment training.



Section 4: Key Safeguarding Contacts

The following are contact details for CAST staff members with specific safeguarding responsibilities.

Safeguarding Role	Name and Role	Provision Contact Details
Designated Safeguarding Lead	Mick Leivers	mick@castap.org.uk 07970 294054
Deputy Designated Safeguarding Leads	Dean Gladwin Ashley Day	dean@castap.org.uk 07460 811653 ashday@castap.org.uk 07432 539117
Attendance Lead	Isis Watson	isis@castap.org.uk 07583 377916
Pastoral and SENCo Lead	Helen Galbraith	helen@castap.org.uk 07449966827
Designated Tutor for Looked After / Previously Looked After Children	Mick Leivers (currently recruiting)	mick@castap.org.uk 07970 294054
Designated Lead for Mental Health and Wellbeing	Mick Leivers (currently recruiting)	mick@castap.org.uk 07970 294054

The following are key local safeguarding contacts for Nottingham and Nottinghamshire.

Organisation	Nottingham / Nottinghamshire
Nottinghamshire County Council	01159773 921
Nottingham City Council	LADO@nottinghamcity.gov.uk
Nottinghamshire Safeguarding Children's Partnership	info.nscp@nottscg.gov.uk 0115 977 3935
Nottinghamshire Safeguarding Children Board	Info.nscb@nottscg.gov.uk 0115 977 3935
Local Authority Designated Officer	LADO@nottscg.gov.uk 0115 804 1272
Multi-Agency Safeguarding Hub	mash.safeguarding@secure.nottscg.gov.uk 0300 500 8090 Emergency: 0300 456 4546
Professionals with a Safeguarding Concern	Candf.direct@nottinghamcity.gov.uk 0115 876 4800
Children's Social Care	0115 915 1005 0115 915 1006 Emergency: 0115 915 9299



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	Mansfield / Newark: 01623 520 520 Ashfield / Broxtowe / Gedling: 0115 8546 000
Prevent	prevent@nottinghamshire.pnn.police.uk
Pathway to Provision	http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision
NSPCC Child Line Project	EGrishin@NSPCC.org.uk 0115 925 8602
NSCP Children Missing From Home and Care Joint Procedures	County: missing.homeandcare1@nottscg.gov.uk 0115 804 1272 City: Nottinghamcity.MissingChildrenTeam@nottinghamcity.gov.uk 0115 876 4716

The following are key local safeguarding contacts for Derby and Derbyshire.

Organisation	Derby	Derbyshire
Early Help Advice	Early Help Advisors Locality 1 and 5: vcm1and5@derby.gov.uk 01332 208175 Locality 2: vcm2@derby.gov.uk 01332 956850 Locality 3 and 4: vcm3@derby.gov.uk 01332 641315	Early Help Development Team Locality 1 and 5: vcm1and5@derby.gov.uk 01332 208175 Locality 2: vcm2@derby.gov.uk 01332 956850 Locality 3 and 4: vcm3@derby.gov.uk 01332 641315
Targeted Early Help Requests	Locality Vulnerable Children Meeting (VCM) for requests for targeted early help via multi-agency team (MAT) or non-urgent social care referrals via Locality Based Single Point of Access (SPA). Clerks: Locality 1 and 5:	Requests for support from professionals should be made via the <u>online request for support</u> unless a child is at risk of significant harm.



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	<p>vcm1and5@derby.gov.uk 01332 208175</p> <p>Locality 2: vcm2@derby.gov.uk 01332 956850</p> <p>Locality 3 and 4: vcm3@derby.gov.uk 01332 641315</p>	
Speak to a Social Worker for Thresholds Advice and Consultation	Children's Services Professional Consultation Line: 07812 300329	Starting point consultation and advice for professionals: 01629 535353
Referral to Local Authority Children's Social Care	<p>Initial Response Team</p> <p>Urgent: 01332 641172 (Out-of-hours: Careline (01332 956606))</p> <p>Non-urgent: Derby Children's Social Care Online Referral system</p>	<p>Starting Point</p> <p>Urgent: 01629 533190</p> <p>Non-urgent: Starting Point Online</p>
Local Authority Designated Officer (LADO)	<p>Derby and Derbyshire LADO referral form</p> <p>CPMduty@derby.gov.uk</p>	<p>Derby and Derbyshire LADO referral form</p> <p>professional.allegations@derbyshire.gov.uk</p>
Prevent (radicalisation and extremism)	<p>Police Prevent (Radicalisation / Extremism) Team: 101 (Directly via) 0300 1228694</p> <p>Prevent / channel referral form</p> <p>Advice</p> <p>Derbyshire: prevent@derbyshire.gov.uk 01629 538473</p> <p>Derby: sally.siner@derby.gov.uk 07765 222032</p>	



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Education Welfare and Local Authority Children Missing Education Officer	<u>Derby Education Welfare Service</u> Children Missing Education: cme@derby.gov.uk 01332 641 448	<u>Derby Education Welfare Service</u> Children Missing Education: CS.CMECoordinators@derbyshire.gov.uk
Virtual School for Looked After Children	Virtual school head: graeme.ferguson@derby.gov.uk 07812 301044	Head of the virtual school for children in care: rachel.moore@derbyshire.gov.uk 07798 882876
Domestic Abuse	<u>Safer Derby City website</u>	Safer Derbyshire domestic abuse <u>website</u>
Harmful Sexual Behaviour Service	<u>Pathway.service@actionforchildren.org.uk</u> This service is for children in Derbyshire who are living with their birth family	
Cyberchoices	<u>East Midlands Cyber Secure website</u> For children at risk of being drawn into cybercrime	
Homelessness or Risk of Homelessness	<u>Website</u>	01629 533190

The following are key national safeguarding contacts.

Organisation	Description	Contact Details
Police	Emergencies: 999 Non-emergencies: 101 Mandatory reporting of Female Genital Mutilation: 101	
NSPCC Helpline for Adults	To help adults protect children 24/7. For help, support and advice regarding female genital mutilations, young persons affected by gangs and concerns that someone may be a victim of modern slavery.	help@nspcc.org.uk 0808 800 5000 Text: 88858



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NSPCC Helpline for Reporting Abuse in Education	A bespoke helpline for children and young persons who've experienced abuse in education and for worried adults who need support and guidance.	help@nspcc.org.uk 0800 136 663
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are handled in their organisation.	help@nspcc.org.uk 0800 028 0285
UK Safer Internet Centre Professional Advice Line	A helpline for professionals working with children and young persons with actual or potential online safety issues.	helpline@saferinternet.org.uk 0844 381 4772
Police Anti-Terrorist Hot Line Number		0800 789 321
National Domestic Abuse Helpline		Hosted by <u>Refuge</u> 0808 200 0247
Operation Encompass	Resources for schools, including free advice from an Education Psychologist, regarding how best to support children experiencing domestic abuse.	0204 513 9990
Reporting Harmful Content Online	A national reporting centre designed to assist anyone in reporting harmful content online. To report online sexual abuse or the way someone has been communicating online.	UK Safer Internet Centre <u>Report Online Harm</u> <u>CEOP</u>
Reporting Abuse in Education Helpline	A contact for young people who have experienced abuse at school, and for parents and teachers who are concerned about sexual abuse in an education setting.	help@nspcc.gov.uk 0800 136 663
Harmful Sexual Behaviour Support Services	For the children's workplace. For worries regarding a child's sexual behaviour.	hsbsupport@swgfl.org.uk 0344 225 0623 <u>Stop it now!</u> 0800 1000 900
ChildLine		www.childline.org.uk 0800 1111



Section 5: A Safe Environment for Learners

CAST is committed to fostering a secure environment that promotes education and development for learners. This commitment is a fundamental aspect of our comprehensive approach to safeguarding, which incorporates a vigilant culture that prioritises the welfare of learners. We ensure that appropriate and timely safeguarding measures are implemented for those who may require assistance or be at risk of actual or potential harm.

Our provision's environment is designed to be safe and secure, protecting our learners from potential harm. We consistently encourage positive behaviours and challenge any abuse or inappropriate conducts. We strive to cultivate a positive and supportive atmosphere that imparts a sense of value to our learners.

Vulnerable Learners

CAST acknowledges that certain groups of learners are potentially more susceptible to harm than others.

We have established protocols in place to ensure the safety of these individuals which are equally applicable to all learners that attend the provision. These practices include:

- Involvement in multi-agency meetings;
 - The designated or deputy safeguarding leads will participate in all multi-agency meetings, where possible, to provide pertinent information regarding educational attendance, attainment, behaviour and progress.
- Social, Moral, Spiritual and Cultural programme;
 - Embedded into the culture of the provision, CAST delivers a comprehensive Social, Moral, Spiritual and Cultural (SMSC) programme as a core entitlement for all children and young persons to maximise personal development. This incorporates elements of Personal, Social and Health Education (PSHE) and Sex and Relationships Educations (SRE).
- Pastoral support;
 - Individual pastoral support is conducted on a termly basis as a minimum and is additionally offered and available to all learners at their request. Within these sessions, learners are able to have confidential conversations with trained staff members regarding their academic and personal lives and are given termly interpersonal and academic targets in line with their and their placing authorities expectations.
- Individual risk assessments; and
 - A risk assessment is produced for each learners who attends the provision and is reviewed on a bi-annual basis, or earlier



if necessary. This enables a cumulative log of information relevant to each individual, facilitating the tracking of potential behavioural changes and concerns a learners may be facing. Any updates are recorded on an internal log.

- Regular contact with associated persons.
 - Regular contact is maintained with parents, caregivers, providers and outside agencies involved in a learner's welfare to provide the greatest level of support and protection.

Learners with a Social Worker

A number of our learners at CAST are subject to a Child in Need and / or Child Protection Plan.

The designated safeguarding lead consistently maintains and uses information provided by the social workers of learners. This ensures that decisions are made in the best interests of their safety, welfare and educational outcomes.

The designated and deputy safeguarding leads will actively engage with individuals involved in the welfare of the learners to ensure a current and collaborative approach is implemented to support a shared objective. This involves regular correspondence and participation in multi-agency meetings.

Learners Absent from Education

CAST actively manages and implements measures to enhance attendance across our provision. Attendance is the fundamental cornerstone to positive outcomes for all of our learners, and it is therefore a shared responsibility.

Our approach to learners who are absent from education, particularly on repeated occasions and / or for extended periods, aids in identifying a variety of safeguarding issues and potential abuse. It also helps prevent the risk of absent learners from becoming learners missing education in the future.

This approach is implemented in situations where problems are beginning to surface and where the learners is already known to the local authority. An absence from education may exacerbate known safeguarding risks within the family or community. We therefore carefully monitor attendance and absence to identify learners that may require support with their attendance and, if necessary, implement effective strategies. These include:

- Establishing robust relationships with families;
- Listening to and understanding barriers to attendance, and subsequently collaborating with families to overcome them;
- Conducting home visits with families where patterns of absences become evident;



- Providing attendance information to all providers and relevant individuals before 10:00 a.m. each day, and promptly updating such individuals where circumstances change;
- Maintaining an up-to-date and accurate register of contact details for providers and relevant individuals; and
- Sharing information and working collaboratively with providers, the local authority and other partners where absence is at risk of becoming persistent or severe; and
- Reviewing the Attendance Policy on an annual basis, or as required.

CAST also acknowledges that learners being absent from education, potentially due to a reduced timetable, suspension or exclusion, will not receive the protection and opportunities that education provides. Consequently, the learner may become more susceptible to harm. Learners with social workers, including those in care and previously in care, are particularly vulnerable.

Our provision proactively supports learners within the education environment and in decision-making processes concerning reduced timetables, suspension or exclusion. We aim to operate exclusively in the best interests of the learners, as outlined in local and national guidelines.

We utilise small learning groups to mitigate the risk of negative behaviour escalating, thereby reducing the likelihood that suspension or exclusion becomes necessary. We strive to prevent this wherever possible.

Additionally, all learners participate in a pastoral tutorial each term. This provides an opportunity to engage with and discuss issues that the learner may be facing in a safe and comfortable environment.

Learners Participating in Elective Home Education

In instances where a parent or carer has expressed their intention to withdraw a learner from education for the purpose of home education, CAST will endeavour to arrange a meeting with parents or carers, the local authority and other relevant professionals. This meeting would be scheduled prior to a final decision being made to ensure that the parents or carers have thoroughly considered the best interests of the learner.

This is particularly crucial when a learner has Special Educational Needs and Disabilities (SEND), is vulnerable and / or has a social worker. In cases where a learner has an Education, Health and Care Plan (EHCP), it is recommended that the local authority review the plan in consultation with the parents or carers.

Learners Requiring Mental Health Support



CAST plays a crucial role in supporting the mental health and wellbeing of our learners. Mental health concerns can serve as indicators that a learner has experienced or is at risk of experiencing abuse, neglect or exploitation. We have established clear systems and processes for identifying potential wellbeing issues and mental health problems. We will seek advice from external agencies where appropriate and have transparent referral and accountability systems in place.

We deliver a comprehensive Social, Moral, Spiritual and Cultural (SMSC) programme throughout each teaching day at the provision. This amalgamates elements of mental health awareness, safeguarding and risk factors / indicators to supplement learners' education in these areas. In addition, as aforementioned, we conduct pastoral sessions for learners to discuss, disclose and seek assistance for issues they may be encountering.

Our team of staff is consistent, reliable and serves as a point of contact for our learners. All staff members are approachable, and our learners feel comfortable speaking to them when needed. We take pride in the robust relationships our learners have with our staff and in the level of trust and confidence they place in us. Any concerns, disclosures our out-of-hours phone calls are promptly reported to the designated and deputy safeguarding leads and are recorded on our internal logs to facilitate investigation.

Furthermore, we subtly promote mental health awareness and provide guidance throughout the day via informative discussions, displays and the teaching curriculum.

Looked After and Previously Looked After Learners

CAST ensures that relevant staff members have all of the essential information regarding a learner's legal status in care. This includes:

- Contact arrangements with birth parents or those with parental responsibility;
- The specifics of care arrangements; and
- The levels of authority delegated to the carer by the overseeing authority.

The designated safeguarding lead possesses:

- Details of the learner's social worker;
- The name and contact details of the virtual school head and the relevant support officer in the authority that oversees the learner; and
- The name of the Personal Advisor appointed to support a learner who has transitioned out of care.

When dealing with looked after and previously looked after learners, CAST collaborates with all local authority social care, health and other relevant



agencies and takes prompt action when necessary to safeguard these learners. Such individuals constitute a particularly vulnerable group.

Mick Leivers is the designated lead, who works with the Virtual School, to promote the educational achievement of learners who are looked after or who have transitioned out of care. Mick Leivers possesses the appropriate training, qualifications and experience.

Learners with Special Educational Needs and Disabilities (SEND) or Health Issues

The designated safeguarding lead and Special Educational Needs Coordinator (SENCo), Mick Leivers, maintains oversight of SEND. He actively liaises whenever there are concerns or reports of abuse, neglect or exploitations involving a learner with SEND, neurodevelopmental conditions or certain medical or physical health conditions.

CAST offers additional pastoral support and attention for these learners, alongside ensuring suitable support for communication is in place. Further support and guidance is delivered via the SMSC programme. These strategies are encapsulated in the Behaviour Policy.

Learners Identifying as LGBTQ+

CAST is committed to mitigating the additional barriers faced by learners who identify as, or may identify as, lesbian, gay, bisexual or gender questioning. Our provision creates a safe environment where discussions and concerns can be openly shared with staff.

Our staff members undergo continued professional development to ensure that our provision upholds an inclusive culture that celebrates diversity and equality. This fosters an environment where all learners feel secure and free to express their authentic selves.

Learners in Private Fostering

CAST acknowledges the increased vulnerability of learners involved in private fostering arrangement.

A private fostering arrangement is a private arrangement, made without the involvement of a local authority, for the care of a learner under the age of 16 years-old (under 18 years-old if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Upon becoming aware of such arrangements, the designated safeguarding lead will promptly inform the local authority.



Statutory guidance regarding private fostering can be found in Part 9 and Schedule 8 of the Children Act 1989.

Additional Vulnerabilities

In addition to the aforementioned points, CAST recognises that a multitude of factors may increase a learner's vulnerability to abuse, exploitation or neglect. These include:

- Challenging family circumstances;
 - This includes situations such as parental substance misuse, mental health issues and domestic abuse.
- Substance misuse;
 - This involves the misuse of drugs and / or alcohol.
- Asylum seekers / refugees;
 - This involves individuals seeking asylum or refugee status.
- Community factors;
 - Various community-related factors may contribute to increased vulnerability.
- Residential instability;
 - This includes living away from home, returning home, being at risk of homelessness or residing in temporary accommodation.
- Unstable home environments;
 - This involves living in chaotic, neglectful and unsupportive home environments.
- Discrimination and maltreatment;
 - This may occur on the grounds of age, gender, sex, sexual orientation, gender reassignment, marriage / civil partnership, pregnancy / maternity leave, disability, race or religion / belief.
- Young carers;
 - Young individuals may have caregiving responsibilities.
- Language barriers;
 - This involves not speaking or having English as a first language.
- Legal involvement; and
 - This involves being involved in the court system.
- Familial legal involvement;
 - This involves being affected by parental offending or having family members in prison.

Safeguarding Education

CAST is dedicated to providing our learners preventative education to ensure that they are aware of safeguarding risks, are able to recognise when they are at risk and understand how and where to seek help and support if they need it.



Our learners are educated regarding maintaining healthy relationships both online and offline and methods for keeping themselves and others safe.

To be effective, we employ 'best practice' principles to foster a safe classroom environment and to plan and teach effectively. We recognise that this needs to be tailored to the specific needs and vulnerabilities of individual learners, including those who have been victims of abuse and learners with special educational needs and disabilities.

Our preventative education is an integral aspect of our approach to prepare our learners for life in modern Britain, encouraging open debate about different views and beliefs and creating a culture of zero tolerance for sexism, misogyny / misandry,

disablism, racism, homophobia, biphobia, sexual violence and harassment. It is responsive to contextual, local and national data, issues and trends to ensure it is addressing the challenges that learners are facing.

CAST's values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the provision. This is underpinned by the CAST Behaviour Policy, pastoral support system and SMSC programme which are reinforced throughout the whole curriculum.

The pastoral support system comprises four sections for learners to discuss with their tutor:

1. Outcome star chart;
 - Encourages discussions regarding employment, education settings, health, independent living, relationships and safety.
2. Targets;
 - Learners receive a personal, behavioural and academic target.
3. Safeguarding and health and safety support; and
 - Learners discuss safeguarding; and
 - o Including identification of the designated and deputy safeguarding leads.
 - Health and safety.
 - o Including identification of the designated Health and Safety Officer, Charlie Reynolds.
4. Personal factors.
 - Tutors score the learners on a multitude of factors relating to organisation, engagement and social interactions.

These approaches are detailed in both the CAST Behaviour and SMSC Policy.

Online Safety



CAST prioritises online safety and the protection of learners from potentially harmful and inappropriate digital content. This commitment is integrated into our approach to safeguarding, which encompasses Policies, curriculum design, staff training, roles and responsibilities of the designated and deputy safeguarding leads and parental engagement.

Our provision employs technology on a highly restricted basis. Where required, filtering and monitoring systems have been implemented that meet the standards outlined by the Department for Education. These involve:

- Identification and assignment of roles and responsibilities for managing filtering and monitoring systems;
- Blocking harmful and inappropriate content, balanced against the need to avoid unreasonable impacts on teaching and learning; and
- Implementing effective monitoring strategies that meet safeguarding needs.

We are committed to protecting and educating learners and staff in their use of technology, and as such have mechanisms in place to identify, intervene and escalate any concerns if necessary. Our Acceptable Use of Technology and E-Safety Policy contains and outlines preventative strategies for the three primary areas of risk:

1. Content;
2. Contact; and
3. Conduct.

The Acceptable Use of Technology and E-Safety Policy also addresses the use of mobile and smart technology and ensures appropriate filtering and monitoring on provision devices and networks. We have implemented security protection procedures that meet the Cybersecurity standards for education establishments. These procedures are designed to safeguard our systems, staff and learners, and we regularly review their effectiveness in response to the evolving landscape of cyber-crime technologies.

Systems for Learners to Report Concerns and Abuse

CAST recognises the importance of ensuring that all learners feel acknowledged and understood. We foster a culture of attentiveness, taking into account learner's wishes and feelings in any protective measures we implement. In any situation of concern, the learner's wishes are considered when deciding on appropriate action and services to engage.

The welfare and safety of learners are of utmost importance, and our staff will always act in their best interests.

We understand the difficulties that learners may face when approaching staff about their circumstances and any concerns they may have. Some may feel



unable to report their concerns or abuse, others may face additional barriers in disclosing and others may not recognise that what is happening is abusive.

Our provision maintains an open and accepting attitude towards learners that promotes a positive and supportive environment as part of our pastoral responsibility. Our ethos encourages trusted relationships between learners and staff which supports learners in voicing any concerns they may have.

Learners, parents / carers and staff are encouraged to freely discuss any concerns, viewing the provision as a safe place. Many learners may exhibit signs, behave in a way that they hope staff will notice and respond to, make indirect reports via a friend or voice concerns in a manner which can be overheard. All staff are alert to these possibilities and the potential need for early help. In addition, all staff are aware of the indicators of abuse, exploitation and neglect.

We have established systems for learners to voice complaints and / or confidently report their concerns, including any forms of abuse, and they are reassured that their concerns will be taken seriously. Learners are provided with such information during their initial induction, and this is subsequently reinforced by staff on appropriate occasions. Learners are given child-friendly policies and practices to familiarise themselves with and are routinely reminded about the members of staff to whom they should report concerns.

The SMSC programme promotes and educates learners on safety, wellbeing and what constitutes dangerous and / or abusive behaviour.

Working with Parents / Carers

CAST recognises the importance of working with parents / carers to educate, safeguard and promote the welfare of learner.

To do this, we ensure that:

- We engage with parents / carers in a positive, open and honest manner;
- Parents / carers are encouraged to discuss their concerns about the safety and welfare of learners, including any worries about a learner's emotional wellbeing or mental health;
 - Concerns are taken seriously. We ensure that they are heard.
- Parents / carers are informed about our comprehensive safeguarding approach to ensure that learners are kept safe and well, which includes our awareness of Operation Encompass;
- We provide parents / carers with information regarding safeguarding issues and outline the support available to keep learners safe within the provision, locally and nationally;
 - This includes child exploitation (sexual and criminal), child-on-child abuse, emotional wellbeing, mental health awareness,



online safety, harmful sexual behaviour and radicalisation / extremism material.

- We maintain up-to-date and accurate information about our learners;
 - This includes:
 - Name and contact persons with whom the learner lives;
 - Those with parental responsibility;
 - Emergency contact information;
 - Name and contact details of the General Practitioner;
 - Medical details; and
 - Any relevant court orders or factors which may impact on the safety and welfare of the learner.
- Information given regarding learner remains confidential;
 - Staff are given relevant information on a 'need to know' basis in order to support the learner.
- Parents / carers are aware that the provision has a duty to share information and keep records where there are any safeguarding concerns;
 - This information is kept secure, separate and is only accessible by key members of staff. Copies are securely sent to providers and others with associated responsibilities, and confirmation of receipt is sought to be obtained.
- Where we have reason to be concerned about the welfare of a learner, we will seek to discuss this with the parents / carers first. However, there may be occasions where this is not possible and we will contact another relevant person instead.
 - For example, where doing so may place the learner at additional risk or where it isn't possible to speak with the parents / carers.



Section 6: Responding to Welfare Concerns

When staff or visitors are concerned about a learner's welfare, they should apply the following:

- In the event of an emergency, all necessary action should be taken;
 - For example, contacting the police.
- Do not presume that a colleague or another professional will act or share information that could be crucial to the learner's safety;
 - Prompt sharing of information is essential for the safety of learners, whether this is when issues first arise or when they are already known the local authority.
- Report all concerns to the designated safeguarding lead, or their deputies, as promptly as possible;
 - This should be done by no later than close of the business day.
 - Staff and visitors are introduced to the reporting procedure during their initial induction, and this is annually reviewed.
- If uncertain, the designated lead, or their deputies, should be consulted;
- If the designated safeguarding lead or their deputies are unavailable, information must be shared with the most senior member of staff in the provision that business day. Concerns and actions taken must then be shared with the designated safeguarding lead as soon as possible.
- If concerns involve the sharing of explicit messages, refrain from viewing, copying, printing or sharing the images;
- Share information strictly on a 'need to know' basis. Discussions regarding the concern should be avoided with colleagues, friends and family;
- A record of concerns should be as soon as possible, ideally on the same day as the concern arises and prior to the learner leaving the premises; and
- If distressed, staff should seek support from senior members of staff.

Staff members must immediately inform the designated safeguarding lead or their deputies if they counter any of the following situations:

- Signs of abuse or neglect;
 - Display of signs or symptoms of abuse or neglect, including injuries, marks, or bruises that cannot be attributed to normal play.
- Search incidents;
 - When there are reasonable grounds to suspect that a learner possesses a prohibited item or if a search reveals a safeguarding risk.
 - The prohibited items at CAST include:
 - Knives and offensive weapons;
 - Alcohol;



- Illegal drugs;
 - Legal drugs (other than those medically prescribed which must be declared by a parent / carer and provided to CAST for proper administration);
 - Stolen items;
 - Fireworks;
 - Pornographic material; and
 - Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to or damage the property of any person.
- Behavioural changes;
 - Any changes in a learner's behaviour or presentation that raise suspicions about their wellbeing or safety, including alterations in school attendance.
- Disclosure of abuse;
 - If a learner hints at or discloses abuse, whether directed at them or by them.
- Risk posed by household members;
 - Concerns about individuals residing in a household with others who may pose a risk to their safety.
- Online abuse;
 - Suspicions related to cybercrime, exploitation, harmful sexual behaviour, sharing of explicit content, or inappropriate communication between adults and learners (via email, text, written notes, or verbally).
- Child-on-child abuse;
 - Including incidents of sexual violence or harassment involving learners.
- Private fostering;
 - Information indicating that a learner lives with someone who lacks parental responsibility.
- Domestic abuse and 'honour-based' abuse;
 - Concerns about a learner's risk of domestic abuse or 'honour-based' abuse, such as forced marriage, female genital mutilation (FGM), or other harmful practices.
- Radicalisation and exploitation.
 - Suspicions related to radicalisation, child sexual exploitation, child criminal exploitation (e.g., county lines) or potential victims of modern slavery.

It is crucial for staff to remain vigilant and report any such concerns promptly to ensure the safety and wellbeing of learners under their care.



There are instances where staff members may suspect that a learner is at risk, even in the absence of concrete evidence. Additionally, a learner might require support for their mental health.

Signs to watch out for include changes in behaviour or appearance, reduced attendance, altered concentration and other inconclusive behavioural or physical indicators. In such situations, it is essential to create an opportunity for the learner to express themselves. In such situations, staff members should try to give the learner the opportunity to talk as the signs noticed may be due to a variety of factors.

However, it is crucial to understand that it is not the responsibility of CAST staff to verify the truth of any disclosure or allegation. This duty falls under the purview of local authority children's social care. Nevertheless, all staff members have an obligation to identify cases where additional support is necessary or when complex needs or child protection concerns require intensive or specialised assistance.

All concerns should be recorded ... If a learner or adult does disclose that a learner is being harmed, staff members should follow the advice in the section entitled 'If a learner informs a staff member about a concern or abuse'.

It is crucial to remember that, if a staff member is unsure, they should always have a prompt discussion with the designated safeguarding lead or their deputies.

If A Learner Informs a Staff Member About a Concern or Abuse

When dealing with learners or adults who express concerns or worries related to the safety or wellbeing of a learner, it is crucial to approach the situation with sensitivity and care.

Some individuals may feel ashamed, threatened by the abuser or have lost trust in adults. They might also believe that the abuse is their own fault. It is essential to reassure them that their concerns are taken seriously and that they will be supported and kept safe. Staff members should always avoid making the individual feel responsible for creating a problem or blaming them for reporting the issue.

When receiving information about risks to a learner's safety, it is essential to communicate that you are obligated to pass on this information. Confidentiality is not permitted. The timing of this disclosure should be based on professional judgment.

During conversations with the learner or their parent / carer:

- Actively listen;



- Allow the learner to speak freely without interruption.
 - Use open-ended questions, such as 'can you tell me what happened?' rather than leading ones.
- Remain calm;
 - Stay composed and avoid overreacting. The learner may stop talking if they sense distress.
- Reassure;
 - Offer comforting words such as 'I'm so sorry this has happened' and emphasise that they are doing the right thing by sharing their experience.
- Avoid using blame;
 - Refrain from admonishing the learner or adult for not disclosing information earlier. Avoid statements that may imply wrongdoing on their part.
- Understand that silence is allowed;
 - Understand that discussing abuse is difficult. Don't rush or fear silence during the conversation.
- Do not pose investigative questions;
 - Do not ask probing questions, such as questions relating to frequency, whether it involves other family members and the views of other family members.
- Share information;
 - Inform the learner or adult that information will be passed on to the appropriate authorities.
- Avoid physical contact;
 - Physical contact may be discomforting for the abused learner.
- Consider next steps;
 - Explain what will happen next.
 - If needed, accompany them to the designated safeguarding lead or their deputies or assure them that someone will follow up.
- Promptly report the conversation;
 - Verbally report the conversation to the designated safeguarding lead or their deputies.
- Produce an accurate, detail and prompt documentation of the conversation;
 - Deliver this to the designated safeguarding lead or their deputies by close of the business day.
- Avoid requesting the learner to produce / countersign a statement or document relating to the concerns; and
- Seek support.
 - If necessary and / or feeling distressed, seek support after the disclosure.

Role of the Designated Safeguarding Lead and Their Deputies Following Identification of Concerns



Whenever the designated safeguarding lead, or their deputies, receives information regarding concerns about a learner, including via police domestic abuse notifications (Stopping Domestic Abuse Together / SDAT), they will:

- Review information;
 - Assess if any urgent actions are needed, such as medical attention or to ensure the learner's immediate safety.
- Check arrival details;
 - Examine what is known about the learner's arrival or absence at the provision that day.
 - Observe their physical and emotional presentation and note any changes in behaviour.
- Consider existing knowledge;
 - Take into account what is already known about the learner and their family.
 - This includes previous concerns raised by staff or their involvement with local authority children's services (targeted early help or social care).
- Plan necessary checks;
 - Determine which checks are necessary and the most effective way to carry them out.
- Inform relevant staff;
 - Communicate relevant information to staff members who have a specific need to know, such as tutors and the relevant support staff.
- Utilise guidance tools;
 - Appropriate national, local and education-based risk identification and assessment tools / guidance should be used to support subsequent decision-making.
 - This includes CAST records (risk assessments, safeguarding / incident logs and pastoral forms), the aforementioned support networks and statutory guidance and legislation.
- Avoid directly approaching a learner or parent / carer about an incident;
 - General enquiries should be made regarding the learner's wellbeing.
 - If a learner initiates a conversation, the guidance should be followed in the section entitled 'If a learner informs a staff member about a concern or abuse'.
- Adhere to the Nottingham, Nottinghamshire, Derby and Derbyshire Safeguarding Child Procedures;
 - This will support decision-making regarding the learner's needs and the appropriate level of support and intervention.
 - Potential options include early help assessment, referral to statutory services (such as the local authority children's services) and the police.
- Consider parental involvement;



- Evaluate whether discussing the matter with the learner's parents / carers could potentially further endanger them.
- Seek professional advice;
 - Consult the local authority children's social care or another appropriate service if unsure about the action to take, including whether a child protection referral should be made.
- Address specific concerns;
 - Make referrals to the police Prevent Team if the concerns relate to radicalisation or violent extremism.
 - Refer concerns appropriately to the local authority children's services, particularly where the learner has complex needs or there are child protection concerns.
 - Provide a copy of any early help assessments, actions plans or other relevant assessments.
- Additional steps; and
 - Notify the local authority children's services of any private fostering arrangements.
 - Contact the police immediately if the learner is at risk of immediate harm and / or a criminal offence is believed to have been committed.
 - Utilise the documents 'NPCC when to call the police; guidance for schools and colleges' and 'Searching, screening and confiscation at school guidance (2023)'.
- Information sharing.
 - Complete and submit an Information Sharing Form for Operation Liberty / Operation Blofeld in all cases where learners are believed to be at risk of exploitation.

Notifying Parents / Carers

CAST will proactively engage in discussions regarding any requirements or apprehensions related to a learners with their parents / carers. In cases where an early assistance assessment would be beneficial for the learner and their family, the designated safeguarding lead or their deputies will initiate communication with the parent / carer.

When serious needs or child protection issues arise, the designated safeguarding lead or their deputies will directly communicate with the parent / carer. However, if there is a concern that notifying parents might escalate the risk to the learner or worsen the situation, CAST will seek advice from the local authority children's social care before taking further action.

Pastoral Support (Universal / Low Level Needs)

In all cases, CAST will consider and actively deliver support via the pastoral support processes. All learners will participate in a tutorial on a termly basis,



with additional tutorials being conducted either at the learner's request or where staff consider it appropriate to do so.

A comprehensive SMSC programme is delivered formally at the end of each classroom-based session and informally throughout the teaching day. Various topics may be integrated if deemed appropriate, emerging or necessary.

Pastoral support is constantly reviewed to ensure that it is effective.

Early Help Support and Assessment (Emerging Needs)

In cases where a learner requires coordinated support from various early help services, or when there are concerns about their wellbeing, the designated safeguarding lead or their deputies will facilitate the completion of an Early Help Assessment (EHA). If necessary, they will also coordinate a team to provide support to the family.

During the course of an Early Help Assessment, CAST will continually assess the situation. If there is no improvement or if the situation worsens, consideration will be given to making a referral to local authority children's services.

The designated or deputy safeguarding leads will participate in all multi-agency meetings, where possible, to provide pertinent information regarding educational attendance, attainment, behaviour and progress.

Additionally, all staff members keep in regular contact with providers and relevant individuals, supporting processes and supplying information as requested.

Referrals to Local Authority Children's Social Care (Intensive and Specialist Support)

Concerns regarding a learner's welfare will be referred to local authority children's social care using the outlined procedure.

If, at any point, there is a risk of immediate serious harm to a learner, an immediate referral should be made to local authority children's social care and, if appropriate, the police. Any person may make this referral.

In situations where urgent child protection concerns arise, the designated safeguarding lead or their deputies will promptly make a referral to the local authority children's social care via telephone. Subsequently, they will follow up with a written referral through the local authority online referral system. For non-urgent cases, referrals will be made using the local authority care online referral system.



In exceptional circumstances, such as emergencies or when there is a genuine concern that appropriate action has not been taken, any staff member may directly refer their concerns to local authority children's social care. However, it is essential to promptly inform the designated safeguarding lead or their deputies in such cases.

Female Genital Mutilation

In cases where a referral pertains to a 'known' instance of female genital mutilation (FGM), the staff member, in addition to making a referral to local authority children's social care, also bears a mandatory reporting duty. This obligation is outlined in the statutory 'Mandatory Reporting of Female Genital Mutilation; Procedural Information' (2015).

Specifically, if a female under 18 years-old discloses that an act of FGM has been carried out on her, or if physical signs indicate such an act, the staff member must report this to the police by dialling 101. This reporting responsibility is separate from the referral to local authority children's social care, and the staff member who identifies FGM or receives the disclosure should make the report by close of the business day.

Risk factors for FGM may include:

- Low level integration into the UK society;
- Family members having previously undergone FGM;
- Visiting elderly female family members from countries of origin;
- Being taken on a long holiday to a country of origin;
- Discussing 'special procedures' required to become a woman; and / or
- Symptoms of FGM.

Potential indications that FGM may have taken place include:

- Difficulty or uncomfortableness in walking, sitting or standing;
- Spending long periods of time and / or experiencing difficulties urinating;
- Spending long periods of time suffering from bladder or menstrual issues;
- Frequent urination, menstrual or stomach pains;
- Discussing pains and / or discomfort between the legs;
- Prolonged or repeated absences from education; and / or
 - Particularly when accompanied by behavioural changes.
- Reluctance to undergo routine medical examinations.

For further information, refer to the statutory guidance 'Multi-agency statutory guidance on female genital mutilation' (2020).

Radicalisation / Extremism



The mitigation of violent extremism, achieved by challenging extremist ideologies and identifying individuals susceptible to radicalisation, has long been a cornerstone of our safeguarding strategy. The Counterterrorism and Security Act of 2015 mandates a broad spectrum of entities, inclusive of all educational institutions, to act when there is a concern that a learner is either being radicalised or is at risk of radicalisation.

Compliance with this mandate is monitored through various inspection frameworks, such as Ofsted and Quality Assurances, which assess whether the provision has evaluated the level of risk and ensured that their staff are adequately trained to identify signs of radicalisation. Furthermore, educational establishments are monitored to confirm their awareness of the referral process to Channel, a panel that reviews cases and directs individuals to programs designed to counteract extremist ideologies.

For further information, refer to the statutory guidance 'Prevent duty guidance: England and Wales' (2023).

Action Taken Following Referral

Following referral, the designated safeguarding lead, their deputies or any other appropriate member of staff will:

- Follow up the referral;
 - When a referral is made by phone, this should be promptly followed up by submitting a written report through the online referral system within 48 hours.
 - Any existing assessments, such as early help assessments, should be attached.
 - Information relating to place-based harm, such as that occurring inside and outside of the learner's home, must be included.
- Communicate with the local authority children's social care;
 - Be aware that local authority children's social care should make a decision within one working day of receiving the referral.
 - Social care should be followed up if the information is not received.
- Support and collaborate;
 - Maintain regular contact with the allocated social worker.
 - Provide support to social workers and other agencies involved in the referral process.
- Actively participate;
 - Contribute to strategy discussions and meetings related to safeguarding.
 - Support Section 47 (child protection) enquiries and statutory assessments as needed.



- Attend multi-agency meetings;
 - Prepare, attend, and actively participate in initial and review Child Protection Conferences.
 - Share relevant reports with parents / carers and, when appropriate, the learner.
 - Prior to the meeting, share the content of the report with parents / carers and, if appropriate, the learner.
- Attend core group meetings;
 - Attend core group meetings for learners subject to a Child Protection plan or Child in Need plan.
- Utilise the professional dissent process where appropriate;
 - If there are concerns about the outcome of a Child Protection Conference, the appropriate Child Protection Conference Professional Dissent process should be utilised.
- Monitor transitions and absences; and
 - When a learner on a Child Protection Plan, Child in Need plan or a Looked After learner transitions or is absent from the provision, their social worker or key worker in the local authority children's social care must be informed immediately.
- Monitor, record and proactively act on unimproved / deteriorating situations.
 - The designated safeguarding lead will press others for re-consideration / re-evaluation to ensure that concerns are being addressed and the situation is being improved.

Confidentiality and Sharing Information

CAST recognises the critical role of sharing information between the provision, providers and local agencies to effectively safeguarding our learners.

Our practices align with the statutory guidance 'Information sharing advice for safeguarding practitioners (2023)', the DDSCP 'Information Sharing Guidance for Practitioners' (2022) and the Nottinghamshire 'Information Sharing Protocol' (2016).

All staff members are highly informed in respect of the seven golden rules for sharing information (Appendix 3) and are mindful of their responsibilities under both the Data Protection Act (2018) and the UK General Data Protection Regulation ('UK GDPR'). It is essential to recognise that these regulations do not hinder or restrict the sharing of information when it comes to ensuring the safety and wellbeing of learners.

CAST staff are encouraged to proactively share relevant information as early as possible. This proactive approach helps identify, assess, and respond to any risks or concerns related to the safety and welfare of a learner, whether those



issues are emerging or if the learner is already known to local authority children's social care.

Should any staff members have any uncertainties regarding information sharing, they are encouraged to consult with the designated safeguarding lead or their deputies. It is essential to recognise that apprehensions about sharing information should not hinder the proactive promotion of the welfare and safety of learner.

Staff members should discuss concerns exclusively with the designated safeguarding lead or their deputies (or the most senior person on the premises if unavailable). Subsequently, the designated individual will determine who else requires access to the information, disseminating it on a strictly 'need-to-know' basis.

Whenever feasible, consent will be sought before sharing information. However, in cases where there are safeguarding concerns related to a learner, information will be shared with the appropriate organisations, such as the local authority children's social care.

Generally, concerns will be discussed with parents and carers before any referral occurs, unless doing so would increase risk.

CAST's policy on information sharing is available to parents and learners upon request.

Record Keeping

Effective record keeping is crucial in safeguarding learners. All concerns, discussions, and decisions related to learner safety should be meticulously documented in writing, following the established CAST protocols. If there are any uncertainties regarding recording requirements, staff members are encouraged to consult with the designated safeguarding lead or their deputies.

The key points regarding record keeping include:

1. Specific and appropriate files.
 - All learners have a personal profile that is strictly distinct from their educational portfolio. This includes an individual risk assessment, concern forms, multi-agency / external documents and other documents as appropriate.
 - Only senior members of staff have access to such files.
 - All files are password protected.
2. When documenting and keeping records, they should always include:
 - A clear summary of the concern. This should be concise and comprehensive.



- Follow-up details / actions. This should include details regarding how the concern was investigated and resolved.
 - Action taken. Any actions taken, decisions reached and their outcomes should be included.
 - Professional differences. If there are differing professional opinions, these should all be included in a chronological manner.
3. Learners transferring from education.
- When a learner leaves the provision, the designated safeguarding lead will ensure that a copy of their records is sent securely to their new educational setting within five clear working days.
 - The transfer of the learner's personal profile is separate to their educational portfolio.
 - Such measures allow the new provider to continue to support the learner, and thus ensure a seamless transition.
 - In addition, the designated safeguarding lead will assess whether it is appropriate to share relevant information with the new education provider before the learners departure. This may apply to those who have a social worker or have been subject to a Child Protection or Child in Need Plan.

Where documents or files relating to learners are received / updated, the designated safeguarding lead or their deputies will ensure that key members of staff are notified.

Supporting Individuals Involved in a Safeguarding / Child Protection Matter

Learner neglect, abuse, and exploitation will have profound effects on those subjected, however they can also cause distress and anxiety for staff members involved.

Our commitment to supporting those involved includes the following measures:

- Taking all suspicions and disclosures seriously;
 - All are treat with utmost importance.
- Designating a 'link' person;
 - A designated 'link' person will keep all parties informed and will serve as the central point of contact.
- Case management;
 - In cases where a staff member faces allegations from a learner, a 'case manager' will be appointed to handle the situation.
- Compassionate response;
 - Learners and staff members who require time to address distress or anxiety will be sympathetically responded to.



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- Confidentiality;
 - Information is shared on a strictly 'need-to-know' basis with relevant individuals and agencies.
- Secure record keeping;
 - Records are stored securely to ensure privacy and accuracy. These are accessed by a password known only by the designated safeguarding lead and their deputies.
- External support;
 - Details of helplines, counselling services and other support avenues are provided.
- Adherence to procedures;
 - Established procedures for whistleblowing, complaints and disciplinary matters are followed.
- Timely reviews / follow-ups; and
 - Those experiencing difficulties are offered a review with the designated safeguarding lead or their deputies to discuss progress and additional measures that may be required.
- Collaboration with statutory agencies.



Section 7: Child-On-Child Abuse

All staff members working on behalf of CAST maintain an attitude of vigilance, recognising that child-on-child abuse could occur within our community. Even in the absence of formal reports, we acknowledge the possibility of such incidents.

Our provision adopts a zero-tolerance approach to child-on-child abuse, treating it with the same gravity as abuse perpetrated by adults. We reject any attempts to dismiss such behaviours as 'banter,' 'harmless joking,' or a normal part of growing up.

By addressing child-on-child abuse through established safeguarding processes, we create a safe environment for all learners. We respond promptly to all reports and concerns, including those occurring outside the provision's premises and online. Additionally, we recognize that children and young persons who engage in abusive behaviour may themselves face significant welfare and safeguarding challenges.

Staff who possess any concerns regarding child-on-child abuse should speak to the designated safeguarding lead or their deputies immediately.

What is Child-On-Child Abuse?

Child-on-child abuse encompasses a range of behaviours that can profoundly affect the wellbeing of young individuals.

Keeping Children Safe in Education (September 2024) defined child-on-child as most likely to include, but not limited to, any of the following:

- Bullying;
 - This includes verbal, physical, cyber, prejudice-based and discriminatory bullying.
- Abuse within intimate personal relationships between learners;
 - Referred to as 'teenage relationship abuse'.
- Physical abuse;
 - This includes hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm (such as via an online element that facilitates, threatens or encourages such physical abuse).
- Sexual violence;
 - This includes rape, assault by penetration and sexual assault (such as via an online element that facilitates, threatens or encourages such sexual violence).
- Sexual harassment;
 - This includes sexual comments, remarks, jokes and gestures.



- These may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in a sexual activity without consent;
 - This includes forcing someone to remove their clothing, touch themselves sexually or engage in sexual activity with a third part.
- Consensual and non-consensual sharing of nude and semi-nude images and / or videos;
- Upskirting; and
 - A criminal offence under the Voyeurism (Offences) Act 2019.
 - The act of taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual.
- Initiating- or hazing-type violence and rituals.
 - This includes harassment, abuse and / or humiliation to initiate a person to enter into a group.
 - This may occur or include an online element.
- Encouraging someone to engage in extremist or radicalising behaviour.

Child-on-child abuse exists along a continuum, with various forms often overlapping.

Child-on-child abuse can affect any learner of any age or sex; it knows no boundaries. However, the impact differs between genders. Females are more likely to experience sexual violence or harassment, while males may encounter homophobic abuse or initiation-related violence.

The various scenarios in which child-on-child abuse may occur between are:

1. Two learner;
2. A group of learners abusing a single learner; or
3. A group of learners abusing a group of learners.

Vulnerable learners may and often are targeted. Such individuals may be:

- Those living with domestic abuse or with intra-familial abuse in their histories;
- Those in care;
- Those who have experienced bereavement through the loss of a parent, sibling, or friend;
- Black and ethnic minority learners;
 - Such individuals are often under-identified as victims and over-identified as perpetrators.
- Those with SEND; and / or
- Those who identify as LGBTQ+.



Child-on-child abuse is frequently influenced by the context in which perpetrators interact, including their home, educational settings, peer groups, community, and online platforms.

This form of abuse is rooted in power dynamics and consent. Gender disparities, social hierarchies within groups, intellectual differences, economic disparities, and social marginalisation can all be leveraged to exert power over a peer.

In child-on-child abuse, an individual exploits a vulnerability or power imbalance to harm another, often within an environment that facilitates such behaviour.

While perpetrators of child-on-child abuse pose a risk to others, they themselves are often victims of abuse.

Preventing Child-On-Child Abuse

CAST adopts a comprehensive approach to preventing child-on-child abuse, including incidents of sexual violence and harassment. This approach is an integral part of our overall commitment to safeguarding. Our primary goal is to minimise the risk of child-on-child abuse by equipping learners with the necessary skills and awareness for life in contemporary Britain.

Our provision upholds a clear set of values and standards, which are consistently demonstrated across all aspects of the teaching day. We prioritise creating a safe environment and fostering a positive culture of behaviour. To achieve this, we take proactive steps to address inappropriate conduct. Our systems are designed to encourage learners to confidently raise concerns, knowing that they will be taken seriously.

Safeguarding is embedded in our curriculum through our SMSC programme. Additionally, we provide targeted support for vulnerable learners or those at risk. We also assess and address potential risks posed by certain individuals.

Our staff understand the importance of addressing abusive behaviours between peers. We do not tolerate downplaying such behaviours. Instead, we maintain an unwavering commitment to addressing any inappropriate conduct, ensuring a safe and respectful environment for all.

CAST addresses a broad spectrum of learner behaviours on a daily basis, and most instances are handled through internal procedures. These procedures are outlined in the following policies:

- Acceptable Use of Technology and E-Safety Policy;
- Ant-Bullying and Child-on-Child Abuse Policy;
- Attendance Policy;
- Behaviour and Reward Policy;



- Drugs and Prohibited Items Policy;
- Equal Opportunities and Diversity Policy;
- Mental Health and Wellbeing Policy;
- Risk and Needs Assessment Policy;
- Smoking Policy;
- SMSC Policy;
- Social Media Policy; and
- Supporting Students with Medical Conditions and SEN Policy.

Systems for Learners to Report Abuse

Although the absence of reports does not necessarily indicate the absence of incidents, our staff acknowledges that some cases of abuse may go unreported. We understand that learners may face challenges in disclosing abuse, and certain barriers may prevent them from confiding in adults. Learners may exhibit signs or behaviours in the hope that adults will take notice. Additionally, indirect reports may occur through friends or overheard conversations.

Our staff are well-versed in recognising indicators and signs of child-on-child abuse and are trained to identify and address such situations.

For information about the systems in place for learners to confidently report abuse, see the section entitled 'Systems for Learners to Report Concerns and Abuse' (page 28).

Actions on Concerns

Child-on-child abuse can manifest as either a single serious incident or a pattern of repeated incidents. While some behaviours may be readily identifiable as abusive, there are situations where clarity is lacking. Reports of sexual violence and harassment are particularly intricate, necessitating difficult professional decisions, often under time pressure.

In all cases, the initial response to a report is crucial. Staff members take concerns seriously, assuring the learner that they will receive support and remain safe, regardless of when they come forward. Ideally, reports should be handled by two staff members (preferably one being the designated safeguarding lead or their deputies), although this may not always be feasible.

Importantly, victims should not feel that they are creating a problem or be made to feel ashamed for reporting their experiences. Abuse occurring online or outside the provision environment is treated with the same gravity as incidents within the educational setting.

Staff must adhere to the guidelines outlined in section 6 entitled 'Responding to Welfare Concerns', for responding to concerns about a learner's welfare.



Staff members should assess whether the issues raised indicate low-level needs, emerging needs, complex / serious needs or child protection concerns.

Addressing learner safety is of utmost importance, and professional handling is essential in all cases.

Where child-on-child abuse is present, the following should be considered:

- The victim's wishes;
 - The victim's wishes regarding how they want to proceed.
- The nature, extent and context of behaviour;
 - The behaviour should be examined comprehensively, including verbal, physical, sexual and online abuse.
 - Whether there was a coercion, physical aggression, bullying, bribery or attempt to ensure secrecy.
 - The time, location, duration and frequency of the behaviour.
 - Whether the behaviour is a standalone incident or part of a sustained pattern of abuse.
 - Whether other learners or adults were involved.
 - Whether any harmful sexual behaviours were displayed.
- The learner's age, development stage and decision-making capacity;
 - Factors that may impact decision-making, such as coercion.
 - Family and social circumstances.
 - The nature of the relationship between those involved, including the current / previous relationship, shared living environment and school attendance.
- Relative ages and additional factors;
 - The chronological and developmental ages of those involved.
 - Whether the victim or perpetrator has any disabilities or learning difficulties.
 - Differences in power, social standing or authority.
- Behaviour appropriateness and motivation; and
 - Whether the behaviour is age-appropriate.
 - Whether the behaviour involves inappropriate sexual knowledge or motivation.
- Risks to victims, alleged perpetrators and others in the same environment.
 - Risks may include child sexual exploitation, child criminal exploitation and / or gang-related activity.

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other individuals involved / impacted.

When addressing reports of sexual violence, harassment, or child-on-child abuse, it is crucial to prioritise the safety and wellbeing of all parties involved.



Where the report involves rape or assault by penetration, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on and around the provision's premises and on transport to and from the setting.

For all other concerns, the proximity of the victim and alleged perpetrator should be considered, including during shared sessions, provision premises and transport.

All decisions will be made in the best interests of the learners involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as the local authority children's social care and the police as required.

The designated safeguarding lead will refer to relevant assessment tools and statutory guidance as appropriate, such as:

- Keeping Children Safe in Education (September 2024) (Part Five);
- Sharing nudes and semi-nudes: advice for education settings working with children and young people;
- Searching, screening and confiscation at school;
- Behaviour in schools;
- School suspension and permanent exclusion;
- Stop It Not Sexual Behaviours Traffic Light Tool; and
- When to call the police – guidance for schools and colleges.

When an allegation of abuse, including reports about sexual harassment and violence, is made against a learner, the designated safeguarding lead and other appropriate staff will follow a comprehensive process. This process involves separate risk and needs assessments, as well as action plans to support both the victim and the alleged perpetrator. The following factors are considered:

- The victim;
 - Special attention is given to the victim's protection and support.
- Other victims;
 - The possibility of other victims is explored.
- The alleged perpetrator(s);
 - Their involvement and any necessary actions are assessed.
- All learners and staff;
 - Actions required to protect other learners and, if applicable, staff from the perpetrator or future harm.
- Time and location; and
 - The incident's timing and location are taken into account, along with any necessary safety measures.



- Information disclosure.
 - Decisions regarding information disclosure to staff, parents / carers, and the alleged perpetrator are carefully made.

In cases involving the local authority children's social care and / or the police, collaborative efforts ensure the best possible support and protection for both the victim and the alleged perpetrator.

All reports of child-on-child abuse, including sexual harassment and sexual violence, are meticulously documented, securely stored on the CAST served and logged on the CAST Safeguarding Log. This documentation includes details of decision-making, risk assessments and action plans as outlined in Section 6 ('Responding to Welfare Concerns').

Depending on the severity of incidents, they may be managed internally (for low-level needs), through early help (for emerging needs), or via the local authority children's social care (for complex / serious needs or child protection concerns).

Reports to the police run parallel to the local authority children's social care in accordance with the Nottingham, Nottinghamshire, Derby and Derbyshire multi-agency safeguarding procedures.

All risk and needs assessments, whether internal or multi-agency, will undergo regular review and updates. If the situation does not improve or deteriorates, it will be reconsidered.

CAST utilises the Contextual Safeguarding School Beyond Referrals Self-Assessment Toolkit & Guidance to self-assess our response to harmful sexual behaviour. We will update all relevant policies to incorporate the lessons learned and consider broader cultural issues within the provision that may have contributed to the behaviour.

In cases where the victim or alleged perpetrator transfers to another educational setting, the designated safeguarding lead will ensure that the new provider is informed of any ongoing support needs. This discussion will involve the victim and, where appropriate, their parents, to determine the most suitable approach. Additionally, CAST will transfer the safeguarding / child protection file. For alleged perpetrators, this transfer will also address potential risks to other learners and staff.

Please refer to Section 6 ('Responding to Welfare Concerns') for guidance on responding to concerns about a learner's welfare and maintaining accurate records.



Section 8: Safer Recruitment and Selection of Staff

CAST adheres to best practices and has implemented robust recruitment procedures in accordance with the guidelines outlined in 'Keeping Children Safe in Education' (September 2024). These measures are designed to deter and prevent individuals who are unsuitable to work with learners from applying for, securing employment, or attaining volunteering opportunities within the provision.

We apply these stringent measures to all staff members, volunteers, agency personnel, third-party staff, governors / trustees and contractors. This commitment forms an integral part of our comprehensive approach to safeguarding and is essential for creating a safe environment conducive to learning.

Our recruitment and employment processes prioritise safety. Those involved in recruitment have undergone Level 2 training in Safer Recruitment in Education. Additionally, CAST utilises an external Human Resource agency, Just Great HR, for specialist overviews and advice.

Safer recruitment practices encompass every stage of the process, from advertising and drafting job descriptions / person specifications to reviewing application forms, shortlisting, assessing employment history, references and conducting pre-appointment vetting checks.

Furthermore, all individuals associated with the provision undergo thorough Disclosure and Barring Service ('DBS') checks and section 128 checks. The section 128 checks were conducted by Serena Sisson (Denewood Academy) on 8 March 2024.

Other checks that may be necessary for staff, volunteers and others include:

- Agency and third-party staff;
 - The provision will obtain written notification from any agency or third party organisation provider that they have conducted appropriate checks on the individual on the premises that we would otherwise perform.
 - Such staff may be requested to supply a copy of their Disclosure and Barring Service certificate on arrival.
- Contractors; and
 - Where contractors are used to provide services, the contract will outline their safeguarding requirements.
- Volunteers.
 - Volunteers undergo a DBS check prior to their first day at the provision.
 - The provision will ensure that volunteers are appropriately supervised.



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- All volunteers participate in an induction, read the provision's safeguarding documents and complete basic safeguarding training on their first day.
- All activities with volunteers will comply with the CAST Volunteer Policy.

CAST maintains a single central record of pre-appointment checks consistent with 'Keeping Children Safe in Education' (September 2024).

Visitors

The CAST premises offer a secure and safe learning environment. We acknowledge the presence of various visitor types, including professionals, relatives of learners and third-party visitors. Our established procedures ensure that these visitors undergo suitable checks and monitoring.

We recognise the significance of granting access to local authority children's social care for assessments or welfare considerations. Additionally, staff from partner agencies may visit to safeguard or promote the wellbeing of learners. To guide our decision-making regarding appropriate checks for professional visitors, we adhere to the guidance outlined in the NCC NSCP 'Guidance on Visitors, Including VIPS to Nottinghamshire Schools' and DDSCP 'Briefing Note – Professional Visitors to Schools'.

All visitors are required to bring valid, formal identification at the time of their visit. Upon arrival, visitors will report to the Office Manager, Isis Watson, in the reception area of Cornerstone House. Please note that access through any other route is strictly prohibited.

Within the premises of Cornerstone House, it is mandatory for visitors to sign in formally, providing their name, organisation, purpose of their visit and by whom they have been invited. The visitor's logbook is stored in the reception area of Cornerstone House. Following this, visitors will be issued with a visitor's lanyard to facilitate identification. This must be prominently displayed at all times during the visit.

Subsequently, visitors be escorted to their designated point of contact by an appropriate member of staff. The designated point of contact will be responsible for the visitor(s) throughout their visit. Visitors are not permitted on the premises unattended or unsupervised.

External Speakers

CAST may invite external speakers or visitors to engage with learners, providing assemblies or workshops on topics such as online safety, SMSC awareness and practical education.



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During these sessions, an evaluation will take place to assess the educational value and age-appropriateness of the content being delivered. Additionally, considerations will be made regarding necessary background checks for the external presenters and appropriate supervision. Prior to the session, an agreement will be established on how to handle any safeguarding reports raised by an external visitor.

External speakers are subject to the same formalities and protocols as aforementioned in the section entitled 'Visitors' (page 52).



Section 9: Staff Safeguarding Procedures and Concerns

As part of our comprehensive approach to safeguarding, CAST have established robust processes to maintain continuous vigilance. These processes aim to create an environment that deters and prevents abuse while also addressing inappropriate behaviour.

Our organisational culture and physical environment support open dialogue among all staff members. They are encouraged to discuss any concerns they may have, both within the workplace and, when relevant, outside of it (including online). Such discussions may have implications for the welfare and safety of learners.

Any concerns or allegations related to adults working on behalf of the provision will be promptly reported, recorded, and appropriately addressed. This commitment extends to situations where an allegation pertains to an incident occurring while an individual or organisation was using provision premises for activities involving learners.

By adhering to these procedures, everyone within the CAST community contributes to:

- Cultivating a culture of openness, trust, and transparency;
- Early identification of concerning or problematic behaviour;
- Minimising the risk of abuse; and
- Ensuring that staff understand and adhere to professional boundaries in alignment with CAST's ethos and values.

CAST acknowledges two levels of allegations / concerns:

1. Allegations that may meet the threshold of harm; and / or
2. Allegations or concerns that do not meet the harm threshold.
 - Often referred to as 'low-level concerns'.

Our response to allegations / concerns is consistent with the NSCP 'Allegations Against Staff or Volunteers' and DDSCP 'Safeguarding Children Allegations Against Staff, Carers and Volunteers' procedures.

Allegations That Meet the Harm Threshold

This refers to a situation where an allegation could suggest that an individual may present a risk of harm if they persist in their current role, or in any role involving learners within an educational institution.

Such allegations may suggest that someone working in the establishment, including contractors and volunteers, may have:

- Engaged in conduct that has caused harm to a learner;



- Perpetrated a criminal act against a learner or in relation to a learner;
- Interacted with a learner in a manner that suggests they could pose a risk of harm to learners; or
- Exhibited or has potential to exhibit behaviours unsuitable for working with learners.

This encompasses any behaviour that may have occurred outside the educational institution and is referred to as 'transferable risk'.

Concerns Regarding Other Members of Staff

All staff members, including contractors and volunteers, who have concerns about a colleague's conduct must prioritise the welfare of the learner above all else.

Any concerns regarding poor practice or a learner's welfare arising from a colleague's behaviour should be promptly reported to the designated safeguarding lead and their deputies.

If there are concerns or allegations about the designated safeguarding lead, these should be directed to the deputy safeguarding leads. In situations where reporting to the designated and deputy safeguarding leads presents a conflict of interest, the matter should be directly reported to the Local Authority Designated Officer (LADO).

Staff members are required to document the incident, and the document must be signed and dated by the reporting member of staff. The document should include details such as:

- Time;
- Date;
- Location;
- Individuals present;
- What was observed; and
- What was said.

Please refer to the provision's processes for recording and reporting concerns in Appendix 1.

Ensuring the Learners Welfare

In circumstances where a learner has been subjected to harm, there is an imminent risk of harm or in emergency situations, it is imperative to contact the local authority's children's social care services, and, where necessary, the police.



The responsibility of ensuring the learner's safety and referring suspected abuse cases to children's social care lies with the designated safeguarding lead.

For additional information regarding how concerns that may meet the harm threshold will be investigated, documented, and managed, including historical allegations made by a learner and referrals to the Local Authority Designated Officer (LADO), please refer to the CAST Staff Code of Conduct and Disciplinary Rules Policy. This Policy encompasses low-level concerns, the management of allegations against staff and whistleblowing procedures.

Allegations That Do Not Meet the Harm Threshold

Allegations or concerns that do not reach the threshold of harm are classified as 'low-level concerns'. The term 'low-level concern' does not imply insignificance; rather, it indicates that the conduct towards the learner does not surpass the harm threshold as previously defined.

A low-level concern encompasses any issue, regardless of its magnitude, where an adult associated with the provision may have behaved in a manner that is:

- Contrary to the CAST Staff Code of Conduct and Disciplinary Rules Policy, including inappropriate conduct outside of the workplace; or
- Below the harm threshold or not severe enough to warrant a referral to the Local Authority Designated Officer (LADO).

Behaviour can span a broad spectrum. The CAST Staff Code of Conduct and Disciplinary Rules Policy provides additional information on differentiating between expected and appropriate behaviour and behaviour that is concerning, problematic, or inappropriate.

Staff members should share low-level concerns in confidence with the designated safeguarding lead in a timely manner, preferably by close of the business day.

Concerns regarding the designated safeguarding lead should be reported to the deputy safeguarding leads in a timely manner, preferably by close of the business day.

Staff members are also urged to self-report if they find themselves in a situation that could be misconstrued, might seem compromising to others and / or, upon reflection, they believe their behaviour falls short of the expected professional standards.



The designated safeguarding lead will make decisions regarding all low-level concerns, although this may be done in collaboration with the deputy safeguarding leads.

Reports regarding contractors will be communicated to their respective employers.

All low-level concerns will be documented in writing, including details of the concern, the context, and the action taken.

For further information about the procedure for recording and responding to low-level concerns, refer to the CAST Staff Code of Conduct and Disciplinary Rules Policy.

Concerns Regarding CAST's Safeguarding Practices

All staff members are encouraged to voice concerns about poor or unsafe practices and potential shortcomings in the CAST safeguarding system. The senior leadership team will take these concerns seriously.

For information on how to raise concerns with the senior leadership team or other channels, refer to CAST Staff Code of Conduct and Disciplinary Rules Policy and the CAST Whistleblowing Policy.



Appendix 1: Safeguarding Record of Concern

CAST Angling Project – Safeguarding Record of Concern

Name of student/s:			
DOB:			
Year:			
Learning group tutor:			
Date:	Time:	Location:	Recorded by:
Staff involved/making the concern:			
Your account of the concern:			
Your response:			
Your name:			
Your signature:			
Your position in CAST:			
Date and time of this recording:			
Action and response of DSL/Line Manager:			



Appendix 2: Complaints Form

CAST Complaints Form

Please complete and return to CAST management, who will acknowledge receipt and explain what action will be taken.

Your name:.....

Pupil name:.....

Your relationship to the pupil:.....

Complainants address:.....

Postcode:.....

Day time telephone number:.....

Evening telephone number:.....

Please give details of your complaint:

.....
.....

What action, if any, have you already taken to try and resolve your complaint
(Who did you speak to and what was the response?)

.....
.....



Appendix 3: Seven Golden Rules to Sharing Information

1. Remember that the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and / or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the UK GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and wellbeing: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

This has been retrieved from the statutory guidance 'Information sharing advice for safeguarding practitioners' (2024).



Appendix 4: Working Together to Safeguard Children 2023: Summary of Changes

Information retrieved from the Government website.

Working Together to Safeguard Children 2023: Summary of Changes

Chapter 1: A Shared Responsibility

A new chapter bringing together new and existing guidance to emphasise that successful outcomes for children depend on strong multi-agency partnership working across the whole system of help, support and protection including effective work from all agencies with parents, carers, and families. This includes principles for working with parents and carers to centre the importance of building positive, trusting, and co-operative relationships to deliver tailored support to families, and expectations for multi-agency working that apply to all individuals, agencies and organisations working with children and their families, across a range of roles and activities.

Chapter 2: Multi-Agency Safeguarding Arrangements

Substantive changes to strengthen how local multi-agency safeguarding arrangements (local authorities, integrated care boards and the police) work to safeguard and protect children locally, including with relevant agencies.

Changes include clarifying the roles and responsibilities of safeguarding partners, distinguishing between Lead Safeguarding Partners (LSPs) and Delegated Safeguarding Partners (DSPs), introducing a partnership chair role, emphasising the role of education in safeguarding arrangements and strengthening accountability by clarifying expectations for information-sharing, independent scrutiny, funding, and reporting. Agencies are encouraged to consider the importance of voluntary, charity and social enterprise (VCSE) organisations within arrangements to improve oversight, engagement, and consistency. This chapter also highlights the importance of considering naming and engaging voluntary, charity, social enterprise organisations and sports clubs in published local arrangements if they are not already.

No statutory roles or functions have been removed from the guidance.

Chapter 3: Providing Help, Support and Protection

This revision has a renewed focus on how organisations and agencies provide help, safeguarding and protection for children and their families. There are three sections: Early help, Safeguarding and promoting the welfare of children, and Child protection.



Early help strengthens the role of education and childcare settings in supporting children and keeping them safe, including information on a child's right to education and risk factors for practitioners to consider when identifying children and families who may benefit from early help. The approach to working with families has been strengthened throughout the guidance, outlining the role of family networks, including stronger guidance on the use of family group conferences to improve family network engagement in decision making and supporting children.

Safeguarding and promoting the welfare of children clarifies a broader range of practitioners can be the lead practitioner for children and families receiving support and services under section 17 of the Children Act 1989, and the requirements on local authorities and their partners to agree and set out local governance arrangements. It clarifies the role of children's social care in supporting disabled children and their families, children at risk of, or experiencing, harm outside the home, children in mother and baby units (in prisons) and children at risk from people in prison and people supervised by the probation service.

Child protection introduces new national multi-agency child protection standards to set out actions, considerations and behaviours for improved child protection practice and outcomes for children. It clarifies the multi-agency response to all forms of abuse and exploitation from outside the home, consideration of children at risk of experiencing extra-familial harm in all children's social care assessments and includes resources to support practitioners understanding of the response to online harm.

Chapter 4: Organisational Responsibilities

Changes to the Prison and Probation sections highlights the mutual benefits of exchanging information with children's social care which strengthen and clarify processes and responsibilities for child safeguarding.

Chapter 5: Learning from Serious Child Safeguarding Incidents

Clarifies the expectation for keeping in touch with care leavers over the age of 21, and the non-mandatory reporting of care leaver deaths up to age 25 to improve learning and outcomes for this group of young people.

Chapter 6: Child Death Reviews

Factual changes only (covered below).

Factual Changes

Introduction



- Adds Domestic Abuse Act 2021 legislation and the National Framework statutory guidance to the list of guidance that supports a child-centred approach.
- Removes references to clinical commissioning groups and replaces with integrated care boards throughout guidance.

Chapter 1

- Updates to information sharing references to correct factual inaccuracies and reflect existing guidance.

Chapter 3

- Includes reference to young carers now recorded in school census, to reflect change in policy.
- Includes information on the pre-proceedings stage of the child protection process, to reflect existing guidance.

Chapter 4

- Clarifies roles and responsibilities of health practitioners with specific duties for child safeguarding.
- Updates to Multi-Agency Public Protection Arrangements (MAPPA) section to reflect existing statutory MAPPA guidance.
- Updates to the armed services section to reflect MOD responsibilities/changes to internal structures and processes.
- Removes reference to secure colleges and referencing secure children's homes and secure schools.
- Removes references to Public Health England.

Chapter 5

- Clarifies the Child Safeguarding Practice Review Panel carry out thematic reviews, Local Child Safeguarding Practice Review process and signposting to panel guidance for clarity on serious safeguarding cases.
- Clarifies the process for submitting serious incidents notifications and the importance of accuracy to support data, reporting and learning.

Chapter 6

- Replaces reference 'Child Death Overview Panel (CDOP) framework' with Child Death Review Statutory and Operational Guidance (2018).



- Modifies language around the child death review process where the death of a child occurs in an area outside where the child usual resides.
- Reflects new guidance of coroner's duty to include post-mortem reports with relevant child death review.
- Reflects change of name by removing independent review by child death review partners and replacing with child death overview panel.
- Modifies the language around the responsibility of professionals where relevant, to inform relevant safeguarding partners and the Child Safeguarding Practice Review Panel

Appendix A - Glossary

- Reflects new definitions, legislation, and policies where appropriate.
- Education, Health and Care (EHC) plan wording reflects reference to the Special Educational Needs and Disability Code of Practice 0-25 (2015) to reflect legislation.

Appendix B

- New links to resource packs on female genital mutilation, forced marriage, sexual abuse, online safety, the child protection companion, and independent scrutiny and local safeguarding partnership.



Appendix 5: Keeping Children Safe in Education 2024: Summary of Changes

Information retrieved from the Government website.

2024 KCSIE Update: Summary of Key Changes

What are the key changes to KCSIE 2024?

Keeping children safe in education 2024 introduces changes to the guidance as set out below.

Definition of safeguarding

The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a). The definition now includes the additional points of:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

Early help

The guidance on 'Early help' has also been amended in line with Working together. The update adds that professionals should be alert to the need for early help for a child who:

- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parental offending.

Abuse, neglect and exploitation

Where applicable, 'abuse, neglect and exploitation' has been changed throughout the document to 'abuse, neglect and exploitation.'

The definition of 'abuse' has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Children absent from education

In outlining the signs that children may be at risk of harm, the guidance updates 'deliberately missing education' to read 'unexplainable and/or persistent absences from education.'

Data protection

The updated guidance recommends that education professionals read the DfE Data Protection guidance for schools (DfE, 2024b). This guidance is



aimed at school staff, governors and trustees and sets out how to: comply with data protection law; develop data policies; understand what staff and pupil data to keep; and prevent personal data breaches.

Alternative provision

The updated guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

Children who are lesbian, gay, bisexual or gender questioning

The 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

Children and the court system

The updated guidance now directs schools to two guides that support children in the court system, one for 5 to 11 year olds (HM Courts and Tribunals Service, 2017a) and the other for 12 to 17 year olds (HM Courts and Tribunals Service, 2017b).

Holding and sharing information

The updated guidance highlights that, as well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.



Appendix 6: Keeping Children Safe in Education 2025: Summary of Changes

Key Updates Summary – Keeping Children Safe in Education (2025)

The Department for Education has published the 2025 edition of *Keeping Children Safe in Education* (KCSIE).

This version introduces **technical revisions only**, with no substantive changes to statutory safeguarding duties. The updates aim to improve clarity, reinforce existing expectations, and prepare educational settings for future legislative developments.

1. Technical Refinements

The 2025 guidance includes minor amendments to improve the clarity, consistency, and accessibility of safeguarding information. These refinements do not alter the legal responsibilities of schools and colleges but are intended to support better understanding and implementation of safeguarding practices by all staff.

2. Preparation for Legislative Integration

The guidance has been updated in anticipation of future legislative changes. These include:

- The proposed **Children’s Wellbeing and Schools Bill**, which may introduce new safeguarding responsibilities.
- Findings from the **National Audit on Group-based Child Sexual Exploitation and Abuse**, which are expected to inform future safeguarding protocols.
- Ongoing work to address **violence against women and girls**, which may lead to further updates in safeguarding guidance and training requirements.

3. Designated Safeguarding Lead (DSL) Role

The role of the DSL has been further clarified and expanded to reflect best practice. DSLs are expected to:

- Take lead responsibility for managing safeguarding referrals and concerns.
- Coordinate effective information sharing between agencies and staff.
- Promote safeguarding awareness across the school community.
- Ensure that children’s voices are heard and considered in safeguarding decisions.
- Provide support and guidance to staff on safeguarding matters and training.

4. Enhanced Guidance Areas



Several sections of the guidance have been strengthened to provide clearer expectations, including:

- **Pre-appointment vetting:** Emphasis on thorough checks before staff and volunteers begin work, including overseas checks where applicable.
- **Host family arrangements:** Additional detail on safeguarding responsibilities during exchange visits, including risk assessments and parental consent.
- **Regulated activities:** Clarification of what constitutes regulated activity with children, ensuring appropriate supervision and safeguarding measures are in place.

5. Safeguarding Structure Maintained

The overall structure of the guidance remains unchanged, continuing to be organised into five core parts:

- **Part 1:** Essential safeguarding information for all staff, including how to identify and respond to concerns.
- **Part 2:** Leadership and management responsibilities, including governance and policy oversight.
- **Part 3:** Safer recruitment practices, including vetting and employment checks.
- **Part 4:** Procedures for managing allegations against staff and volunteers.
- **Part 5:** Guidance on preventing and responding to child-on-child sexual violence and harassment.

A full list of changes can be found in Annex F of Keeping children safe in education 2025 (DfE, 2025a).

END