



Right Step to Learning

Right Step to Learning LTD Child Protection and Safeguarding Policy

April 2022

Updated January 2024

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Key Contacts for Safeguarding and Child Protection Right Step to Learning LTD:

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What to do if you are concerned about the safety of a child or young person.

If you suspect that a child or young person is being, or is at risk of being significantly harmed as a result of abuse or neglect, you must report this immediately:

During office hours (Monday – Thursday, 8.45am – 5.15pm Friday, 8.45am – 4.45pm) call Multi-Agency Safeguarding Hub: 0300 555 2866

Out of office hours (evenings, weekends, and bank holidays) Emergency Response Team Telephone: 0300 555 2922

MASH contact details: Telephone: 01213031888

Opening hours:

Monday – Thursday 8.45-17.15

Friday 8.45-16.45

Emergency out of hours number 01213031888

Address: 1 Lancaster Circus Queensway Birmingham B4 7DJ

MASH@birmingham.gov.uk

The LADO Team can be contacted on 0121 675 1669

email: Ladoteam@birminghamchildrenstrust.co.uk

To report allegations made against a member of staff contact Ofsted: 03001234666
enquiries@ofsted.gov.uk

If you believe a child is in immediate danger, call the police on 999.

If you are concerned about extremism in Right Step to Learning LTD, or if you think a child might be at risk of extremism, contact the helpline on 020 7340 7264 or counter.extremism@education.gov.uk

Introduction

Right Step to Learning LTD carries out activities which bring our staff into regular unsupervised contact with children. Right Step to Learning LTD takes its responsibilities to safeguard and protect the interests of all young children very seriously. This policy is non-contractual but indicates the way in which Right Step to Learning LTD intends to deal with such matters.

Scope of this policy

This policy applies to all teachers, admin employees and volunteers whose duties bring them into contact with children. This policy aims to create and maintain the safest possible environment for our students, as well as for our teachers, admin employees and volunteers all reasonable steps will be taken to prevent all parties from harm.

Legal considerations

There is a considerable body of legislation designed to ensure that children and it is important to understand that everyone is responsible for their safety.

The main acts include:

- The Protection of Freedoms Act 2012
- Safeguarding Vulnerable Groups Act 2006 (VBS)
- Conduct of Employment Agencies and Employment Business Regulations 2003
- Protection of Children Act 1999/Criminal Justice and Court Services Act 2000
- Care Standards Act 2000
- The Police Act 1997
- The Children (Protection from Offenders) (Miscellaneous Amendments) Regulations 1997
- Working together to Safeguard Children, revised December 2020, January 2021
- Keeping Children Safe in Education, (KCSIE), revised September 2023
- The United Nations Convention on the Rights of the Child
- the Rehabilitation of Offenders Act 1974
- Health and Safety at Work etc Act 1974
- Safer Working Practices in Education Settings 2019 and Addendum April 2020

Key changes 2024:

The 2024 Keeping Children Safe in Education (KCSIE) draft was released in May 2024. The following information outlines the changes and updates made to Part One and Annex B of the 2024 Keeping Children Safe in Education. Amendment to the definition of ‘safeguarding and promoting the welfare of children’ The definition of safeguarding has been amended to reflect the changes made in Working Together to Safeguard Children. Paragraph 3 now states

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

” Early Help Paragraph 18 has been amended to add that staff should be alert to the potential need for Early Help for pupils who have “experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

” In Part Five where options to manage reports of child-on-child sexual violence and/or sexual harassment are discussed, paragraph 497 has been amended to include the importance of Early Help at any stage in a child’s life.

It states, “Early Help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse.” Children and the court system In Annex B, links to two age-appropriate guides have been included to support children who are required to give evidence in court. Preventing radicalisation In Annex B, a disclaimer has been added to outline that this section is still under review following the new definition of extremism released on 14th March 2024. Additional information is also provided to state that possible indicators of radicalisation should be taken into consideration alongside other factors or contexts. Wording and minor definition changes Several wording and minor definition changes occur in KCSIE 2024, including:

- Headings have been amended across KCSIE to reflect that pupils may experience “abuse, neglect and exploitation” rather than solely “abuse and neglect”. (Paragraph 19)
- The definition of abuse has been expanded slightly to emphasise that witnessing ill treatment of others is harmful to children. The paragraph makes references to the relevance of this in all forms of domestic abuse, including where children “see, hear or experience its effects”. (Paragraph 24)
- In the section called ‘safeguarding issues’ (which outlines the awareness of safeguarding issues that staff should have), the wording about absence has been changed. The term “deliberately missing education” has been replaced with “unexplainable and/or persistent absences from education”.

Definitions

A “child” is anyone under the age of 18.

Safer recruitment

Right Step to Learning LTD pays full regard to the safer recruitment practices detailed in ‘Keeping Children Safe in Education’ (2021; Part 3). This includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. All applicants will need to fill in a Right Step to Learning LTD application form and hand it their up-to-date CV prior interview stage. The CV will be checked for any employment history gaps.

References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed. It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. All recruitment materials will include reference Right Step to Learning LTD’s commitment to safeguarding and promoting the wellbeing of students.

Criminal records

Those who are involved in work situations, where they have sustained or prolonged unsupervised access to children or vulnerable adults, are exempt from the Rehabilitation of Offenders legislation. This means that staff and volunteers must declare all criminal convictions, however long ago; these will be considered when deciding on their suitability for working with children or vulnerable adults. No-one will be permitted to undertake a role which involves regular contact with children or vulnerable adults without an enhanced DBS check.

Disclosure and Barring Service (DBS) check

All staff and volunteers require an enhanced DBS check to work for Right Step to Learning LTD in any other capacity: if that person is then asked to undertake tasks which will bring him/her into unsupervised contact with children or vulnerable adults, such as work experience placements, any record must be declared to the Right Step to Learning LTD senior manager who will take appropriate advice where necessary and will decide whether this task should be allocated to another member of staff.

Planning and supervision

All activities or assignments involving children or vulnerable adults should be planned in advance to ensure they take into account the age range and ability of the participants and suitability of the resources being used. Teachers and volunteers teaching lessons involving children/vulnerable adults should be competent to do so. Staff should take account of the age, gender, nature of the lesson and any special needs of the individuals. Where appropriate, a risk assessment will be undertaken and documented. All teachers should avoid working alone with a child wherever possible. If it is not avoidable, they should plan their work so that at least one other adult is present at any time. If possible, the worker should also move to a classroom where he/she and the child can both be seen by other colleagues or another adult and/or the door should be left open.

This guidance applies also to transport in vehicles – staff must not offer to transport students anywhere unless accompanied by another person or as part of a formal arrangement. The relevant driver should have adequate training, relevant licence, and business insurance.

Physical contact

On no account should any teachers, admin employees, or volunteers have any physical contact with a child unless it is to prevent accident or injury to themselves or anyone else (eg to prevent a fall), or in the case of medical assistance being needed (eg to administer first aid), or to provide nursing or other general care, in which case the prior consent of the affected person should be requested where possible. Where appropriate, consent from parents or those with parental or caring responsibility should be obtained. If a child is hurt or distressed, the worker should do his/her best to comfort or reassure the affected person without compromising his/her dignity or doing anything to discredit the person's own behaviour.

Use of reasonable force

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed.' The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance (Use of Reasonable Force in Schools 2013; Reducing the need for restraint and restrictive intervention, 2019).

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

Communication

When a teacher or any Right Step to Learning LTD employee is in direct contact with students (for example via email or other electronic communication) it is vital that the parent or guardian is included in all correspondence. Staff should have no direct contact with students that parents or guardians are not party to. Communication with children is vital in establishing relationships built on trust. Children are entitled to the same respect as any teachers, admin employees and volunteers. It should also be made clear to them what standards of behaviour and mutual respect are expected from them. Those working with children should behave appropriately, ensure that language is moderated in their presence and should refrain from adult jokes or comments which are clearly unsuitable. Staff should also note that what may be acceptable language to their friends may not be regarded as such by those of an older generation.

Behaviour and abuse

We should all aim to promote an environment of trust and understanding. Those working with children should not tolerate unsociable behaviour but should try to ensure good working relationships. All teachers, admin employees and volunteers at Right Step to Learning LTD have a strict duty never to subject any child to any form of harm or abuse. This means that it is unacceptable, for example, to treat a child in any of the following ways:

- to cause distress by shouting or calling them derogatory names
- to slap
- to hold them in such a way that it causes pain, or to shake them
- to physically restrain them except to protect them from harming themselves or others
- to take part in horseplay or rough games
- to allow or engage in inappropriate touching of any kind
- to do things of a personal nature for the person that they can do for themselves (this includes changing clothing,
- going to the toilet with them unless another adult is present)
- to allow or engage in sexually suggestive behaviour within a person's sight or hearing, or make suggestive remarks to or within earshot
- to give or show anything which could be construed as pornographic
- to seek or agree to meet them anywhere outside of the normal workplace without the full prior knowledge and agreement of the parent, guardian or carer.
- to engage with them online in an unacceptable manner.
- Suspicions of abuse

Any staff member who witnesses or suspects abusive inappropriate behaviour towards a child should record the details and report it to the Right Step to Learning DSL. It is NOT the individual's

responsibility to investigate his/her suspicions – this requires expertise he/she is not expected to have. Any allegations of abuse made against anyone working for Right Step to Learning LTD will be thoroughly investigated and dealt with through our disciplinary procedure for employees. Serious breaches may lead to dismissal (for employees) or termination of any agreement (for teachers, admin employees or volunteers).

The DSL will appropriately record an allegation or reported incident. He/she will be responsible for contacting the statutory child protection agency such as the Local Safeguarding Children Board or the police if necessary. Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations or concerns about colleagues and visitors must be reported directly to the DSL who will follow guidance in Keeping Children Safe in Education 2023. If the concern relates to the Managing Director it should be reported to the Local Authority Designated Officer (LADO) and they will decide on any action required. If there is a conflict of interest which inhibits this process of reporting, staff can report directly to LADO. If allegations are regarding a member of supply staff, Right Step to Learning LTD will take the lead and progress enquiries with LADO, whilst continuing to engage and work with the employment agency.

OFSTED'S Role

Ofsted's role in this whole process is to continue to consider the provider's suitability. Ofsted does not attend any strategy meetings if called by the local authority designated officer (LADO) as this is outside its scope unless they are about the provider itself. Whenever an allegation is made against a member of staff, as well as informing the local authority, it is an offence if you fail to notify Ofsted within 14 days. This type of notification should be made initially via the notification portal on Ofsted's website, with a note to explain that an allegation has been made and a description of how you are dealing with it, including how you are safeguarding everyone.

All allegations of abuse of children by those who work with children must be taken seriously. Allegations against any person who works with children, whether in a paid or unpaid capacity, can cover a wide range of circumstances.

This procedure should be applied when there is an allegation or concern that a person who works with children, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The concerns should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). These will include concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (see ss16-19 Sexual Offences Act 2003);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (see s15 Sexual Offences Act 2003);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socialising etc.);
- Possession of indecent photographs / pseudo-photographs of children.

All references in this document to 'staff or members of staff' should be interpreted as meaning all paid or unpaid staff / volunteers, and supply staff. Right Step to Learning LTD has a senior officer with overall responsibility for:

- Ensuring that the organisation deals with allegations in accordance with this procedure;
- Resolving any inter-agency issues;
- Liaising with the Safeguarding Children Partnership on the subject.
- The local authority have assigned a Local Authority Designated Officer or team of Designated Officers (LADO)

Initial Response to an Allegation or Concern

An allegation against a member of staff may arise from a number of sources (e.g. a report from a child, a concern raised by another adult in the organisation, or a complaint by a parent). It may also arise in the context of the member of staff and their life outside work or at home.

- Initial action by person receiving or identifying an allegation or concern
- The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind.

They should not:

- Investigate or ask leading questions if seeking clarification;
- Make assumptions or offer alternative explanations;

- Promise confidentiality, but give assurance that the information will only be shared on a 'need to know' basis.

They should:

- Make a written record of the information (where possible in the child / adult's own words), including the time, date and place of incident/s, persons present and what was said;
- Sign and date the written record;
Immediately report the matter to the designated senior manager, or the deputy in their absence or; where the designated senior manager is the subject of the allegation report to the deputy or other appropriate senior manager.

Initial action by the designated senior manager. When informed of a concern or allegation, the designated senior manager should not investigate the matter or interview the member of staff, child concerned or potential witnesses. They should:

- Obtain written details of the concern / allegation, signed and dated by the person receiving (not the child / adult making the allegation);
- Approve and date the written details;
- Record any information about times, dates and location of incident/s and names of any potential witnesses.
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.
- The designated senior manager should report the allegation to the LADO and discuss the decision in relation to the agreed threshold criteria.

Record keeping

Right Step to Learning LTD will keep a clear and comprehensive summary of the case record on a person's confidential personnel file. The record should include details of how the allegation was followed up and resolved, the decisions reached and the action taken. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on.

Details of allegations that are found to be malicious should be removed from personnel records. For Education services see Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges.

Low level concerns

This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2021, Part 4). A low level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section. Reports should be made to the DSL/Deputy DSL. Right Step to Learning LTD

creates environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation. The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.

Child on child abuse:

At Right Step to Learning LTD We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention. All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated.

Even with a zero-tolerance approach, we take steps to educate and take action ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.

It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics. Early identification of vulnerability to child on child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

Sexual violence and sexual harassment.

Right Step to Learning LTD will take the following actions when responding to incidents of sexual violence and sexual harassment: Incidents will be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. DSL/Deputies will take proportionate action and consider whether a case can be managed internally, through early help, or should involve other agencies as required. When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police regardless of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability.

Child Exploitation Child Sexual Exploitation

Right Step to Learning LTD will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The student and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, Right Step to Learning LTD will share information with the police.

This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

- If the learner is at risk of CCE information should be shared with Lado and the police.
- Targeted support maybe available to disrupt learners from getting involved with criminality.

Female Genital Mutilation

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on.

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

National guidance has highlighted going on holiday to a risk affected country is cause for concern, local guidance has been developed to prevent discriminatory action against families from risk affected communities.

- Families are encouraged to notify the education setting when they are looking to travel during term time dates.
- This will prompt a conversation with the DSL/ specialist trained member of staff to discuss and explain what FGM is in that; it is significantly harmful and illegal to practice this.

Mental health and wellbeing

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support. Right Step to Learning LTD will commit to undertake the following actions: Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis. Ensure that students can report and share concerns. Staff will follow a safeguarding process in terms of reporting concerns. DSL/Deputy can assess whether there are any other vulnerabilities can be identified and proportionate support considered.

Staff will ensure the immediate health and safety of a student who is displaying acute mental health distress. This may require support from emergency services via 999 if the student is at risk of immediate harm. Right Step to Learning LTD will communicate and work with the student and parents/carers to ensure that interventions are in the best interests of the child. DSL will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes. Right Step to Learning LTD will ensure that preventative measures in terms of having a culture that promotes mental health and wellbeing. Having an environment that promote mental health and

wellbeing and making sure that students and staff are aware of and able to access a range of mental health services.

Safety

The safety of the people we work with is paramount and we are committed to providing a safe environment within which to work. It is the responsibility of Those working with children should ensure all appropriate Risk Assessments and security checks have been carried out prior to any assignment. If transporting children, the transport should be checked to ensure it is roadworthy and adequate for the purpose. Any equipment used must be safe and only used for the purpose for which it is intended. Users should be adequately trained. Appropriate insurance should be up to date and adequate to cover such assignments.

Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other staff in the setting who may have more technological expertise such as the IT manager. Right Step to Learning LTD is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups.
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

Confidentiality

All personal information regarding children is highly confidential and should only be shared with appropriate people on a need-to-know basis. Information will be stored in the Right Step to Learning LTD office, access limited to employees who are required to access it to fulfil their duties and will only be kept for as long as is needed. Anyone who is likely to have access to confidential material regarding children, or any of the bodies on behalf of whom Right Step to Learning LTD is working, may be required to sign a non-disclosure agreement. The requirement for confidentiality is emphasised.

Contact outside of work

Contact should not be made with any of the children with whom we are working for any reason unrelated to the particular work. In particular, our teachers, admin employees and volunteers are required to maintain our reputation for integrity and responsibility in dealing with such people and should not enter into any social or other non work related arrangements with them.

Gifts and inducements

On no account should anyone from Right Step to Learning LTD give a child a gift or buy refreshments etc which could be in any way considered as a bribe or inducement to enter into a relationship with the individual or give rise to any false allegations of improper conduct against the individual.

Communicating this policy and concerns

All teachers, admin employees and volunteers at Right Step to Learning LTD will be made aware of this policy and a copy will be available to all staff and visitors. Furthermore, a copy of this policy will be made available to all relevant bodies with whom we work with. Copies will also made available to parents and carers of children with whom we plan to work. Any concerns about the assignment or people involved should be addressed with the DSL.

Reporting concerns

All staff are clear about recording and reporting concerns to the DSL/DSL deputies in a timely way. In the case a learner is in immediate danger, staff should phone the police. All staff are aware of and follow the procedures to respond to a concern about a child this includes responses to child on child harm and students who present with a mental health need. At Right Step to Learning LTD students can raise their concerns by contacting Mrs. Nabi, and they will be treated seriously.

Information Sharing

Right Step to Learning LTD is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'. Staff at the setting are aware that:

'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data. Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

To gain consent would place the child at risk, by doing so will compromise a criminal investigation,

It cannot be reasonably expected that a practitioner gains consent, or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Right Step to Learning LTD will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Right Step to Learning LTD will seek legal advice. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Identifying and monitoring the needs of vulnerable students. The DSL and Deputy DSL will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records.

This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable students is shared with teachers and school and college leadership staff to promote educational outcomes.
- Students who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Multi-agency working

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. Right Step to Learning LTD will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Elective Home Education

Right Step to Learning LTD will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

Breach of this policy

Failure to follow the guidelines in this policy is considered a serious offence and will be investigated thoroughly and dealt with through our disciplinary procedure for employees. Serious breaches may lead to termination of employment for teachers, admin employees and volunteers.

Implementation, monitoring and review of this policy

The DSL has overall responsibility for implementing and monitoring this policy, which will be reviewed on a regular basis following its implementation (at least annually) and additionally whenever there are relevant changes in legislation or to our working practices.

Any queries or comments about this policy should be addressed to the Senior Centre Manager.

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