

## Safeguarding Policy

Reviewed: 09/10/25 | Next date for review: 01/10/2026

### Designated Safeguarding Leads:

Nick Hurst (Proprietor)  
Adam Baxter (Intervention and Family Services)  
Geraldine Carter (School)

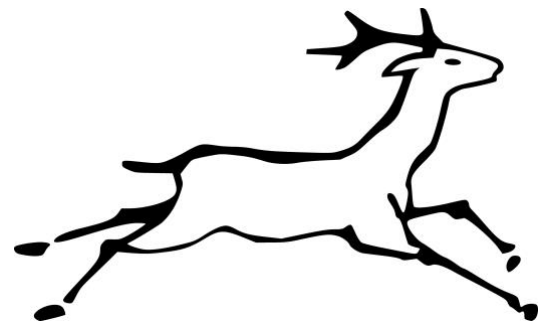
**Status & Review Cycle: Statutory | Annual**

### Safeguarding Statement

Running Deer School and Intervention and Family Services recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and young people. We endeavour to provide a safe and welcoming environment where children and young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children and young people receive effective support, protection and justice. Child protection forms part of the Running Deer's safeguarding responsibilities. Elements of the policy also work in conjunction with UNICEF states the following as rights relevant to all children and therefore a must in our school:

The following **rights are of equal importance** to every child. **Every child has the right to:**

- **Relax and play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)



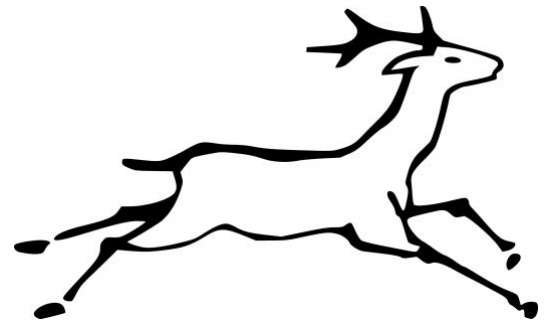
## Key Personnel

- The Designated Safeguarding Lead (DSL) for the Proprietor is: Nick Hurst.
- Email: [Nicholas.hurst@runningdeer.org.uk](mailto:Nicholas.hurst@runningdeer.org.uk)
- The Deputy Designated Safeguarding Lead (DDSL) for the Proprietor is: Jo Winterburn.
  - Email: [Joanna.winterburn@runningdeer.org.uk](mailto:Joanna.winterburn@runningdeer.org.uk)
- The Designated Safeguarding Lead (DSL) for Running Deer School is Geraldine Carter, Head of School who is responsible for the day-to-day safeguarding of the school.
  - Email: [Geraldine.carter@runningdeer.org.uk](mailto:Geraldine.carter@runningdeer.org.uk) | Telephone 01647 400201.
- The Deputy Designated safeguarding lead (DDSL) for Running Deer School is Claire Kennard.
  - Email: [claire.kennard@runningdeer.org.uk](mailto:claire.kennard@runningdeer.org.uk)
- The Designated Safeguarding Lead (DSL) for the Intervention and Family Services is Adam Baxter.
  - Email: [adam.baxter@runningdeer.org.uk](mailto:adam.baxter@runningdeer.org.uk)
- The Deputy Designated Safeguarding Lead (DDSL) for the Intervention and Family Services is Rachael Knight.
  - Email: [rachael.knight@runningdeer.org.uk](mailto:rachael.knight@runningdeer.org.uk)
- The Online Safety Lead (DDSL) for the Intervention and Family Services is Lee
  - Email: [as.lee@runningdeer.org.uk](mailto:as.lee@runningdeer.org.uk)

## Terminology

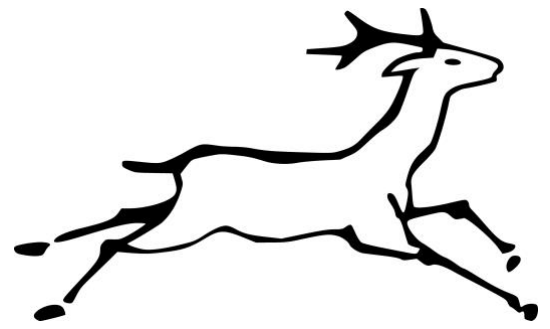
Safeguarding and promoting the welfare of children and young people is defined for the purposes of this guidance as:

- 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 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 in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means all staff should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.



## **1. Introduction**

### **Safeguarding legislation and guidance**

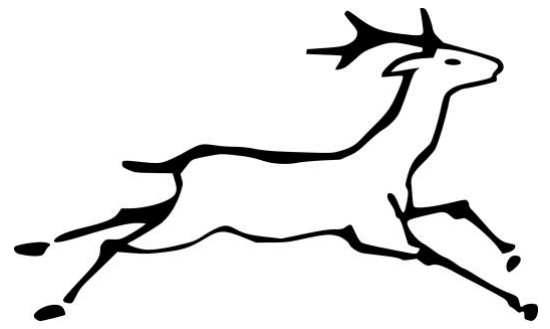
The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only).
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs).
- The Safeguarding Vulnerable Groups Act, 2006.
- The Teacher Standards, 2012.
- Working Together to Safeguarding Children, 2023.
- Keeping Children Safe in Education (KCSIE), 2025.
- Information Sharing: Guidance for Practitioners and Professionals, 2018.
- What to do if you're worried a child is being abused, 2015.

## **2. Policy Principles**

### **The welfare of the child is paramount**

- All children and young people regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, volunteers and Board of Directors, have a full and active part to play in protecting our children and young people from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our school and Intervention Services should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Children, young people and staff involved in child protection issues will receive appropriate support and supervision.
- Children and young people may not be ready to disclose abuse because they may be embarrassed, scared or there may be a language barrier etc, but this should not prevent staff from exercising a professional curiosity, seeking further information and speaking to the DSL. This may, in some cases, give the DSL a fuller picture of the situation which can be vital.
- Children and young people may require early help, in accordance with the guidance in Working Together 2023 and this will be available to staff to consider.
- Staff, governors and trustees to use the DfE Data Protection Guidance for Schools to understand data protection.



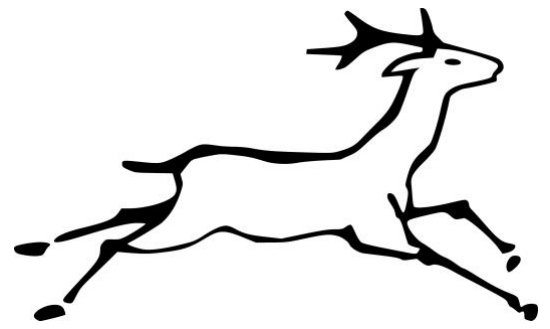
### 3. Policy Aims

- Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the setting. All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- To demonstrate Running Deer's commitment with regard to safeguarding and child protection to children and young people, parents and carers, and other partners.
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all staff of the need to safeguard children and young people and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school and Intervention Services, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the setting which will be followed by all members in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Front Door (MASH).
- To ensure that all staff working within our school, who have substantial access to children, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.

### 4. Values

#### Supporting Children and Young People

- We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that Running Deer's settings may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.



Running Deer School and Intervention Services will support all children and young people by:

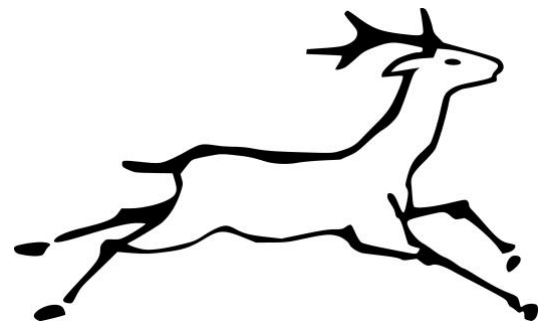
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and Intervention Services.
- Recognising that hand holding, fist bumps, high fives and hugs as a greeting are acceptable forms of physical contact between children and young people.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
- Notifying Front Door (MASH) as soon as there is a significant concern.
- Providing continuing support to a child or young person, about whom there have been concerns, who leaves the school/setting by ensuring that appropriate information is copied under confidential cover to their new setting and ensuring that medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of their time at Running Deer. This includes online safety.

## **Prevention / Protection**

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Running Deer community will therefore:

- Work to establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children (e.g. through safety questionnaires, participation in anti-bullying week), asking children and young people to report whether they have had happy/sad lunchtimes/ playtimes.
- Ensure that all children know there is an adult in the setting who they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, opportunities which equip children and young people with the skills they need to stay safe from harm and to know to whom they should turn for help. This will include anti-bullying work, online-safety, road safety and, if applicable, cycle training.
- Ensure all staff are aware of Running Deer guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

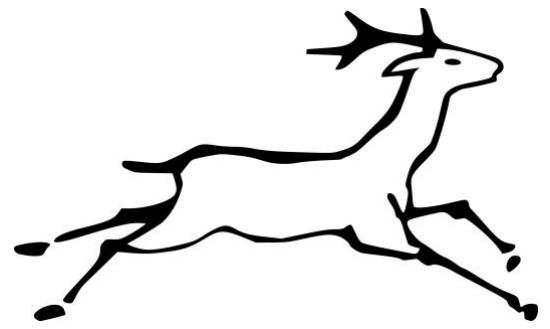


- We ensure all CPOMS records are checked by two Level 3 Safeguarding trained members of staff.

## **5. Safe Setting, Safe Staff**

We will ensure that:

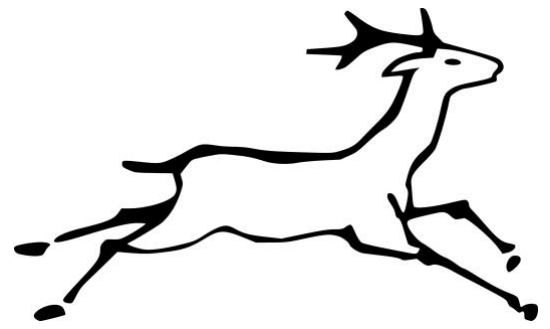
- All staff and volunteers read KCSIE Part 1 annually and sign to say they read and understood it.
- All staff receive information about the school and/or Intervention Services' safeguarding arrangements, the school and/or Intervention Services' safeguarding statement, staff behaviour policy (code of conduct), child protection policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy, and sign to say they have read it.
- School governors will have safeguarding training, including online safety, at induction.
- All staff receive safeguarding and child protection training, including online safety, at induction in line with advice from Devon Children and Families Partnership which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.
- All staff and Board of Directors have regular Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The child safeguarding policy is made available via the school's and Intervention Services' websites, and parents and carers are made aware of this policy and their entitlement to have a copy. All parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding Policy.
- Running Deer provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the school's Safeguarding Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy, are clearly advertised in the school and Interventions Services settings with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All Directors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education (KCSIE) 2025.



## 6. Roles and Responsibilities

- All members of The Board of Directors understand and fulfil their responsibilities, namely, to ensure that there is a Safeguarding policy together with a staff behaviour policy (code of conduct).
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Safeguarding policy is publicly available on the school's and Intervention Services' websites.
- All staff, including temporary staff and volunteers, are provided with the Safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education (KCSiE) 2025 Part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- Running Deer operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- Running Deer has procedures for dealing with allegations of abuse against staff (including the Head of School), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A member of the Board of Directors is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head of School.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Board of Directors who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy undertake appropriate identified training offered by DCFP or other provider every two years.
- All other staff have safeguarding training updated as appropriate.
- At least one member of the school's governing body has completed safer recruitment training to be repeated every five years.
- Children and young people are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social and health education (PSHE).
- Appropriate safeguarding responses are in place for children and young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place.





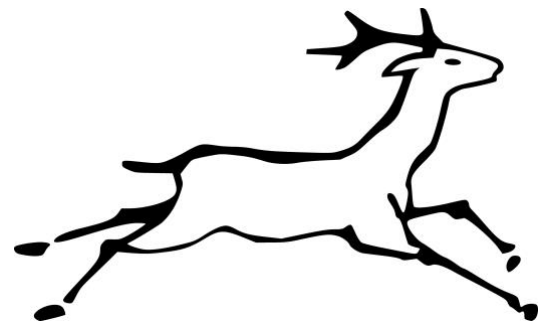
- Enhanced DBS checks (without barred list checks, unless the Director is also a volunteer at the school) are in place for all Directors.
- Any weaknesses in Child Protection are remedied immediately.

**The Head of School and the Centre Manager (Intervention Services) will ensure that:**

- The Safeguarding Policy and procedures are implemented and followed by all staff.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSL to carry out their roles effectively, including the assessment of children and young people and attendance at strategy discussions and other necessary meetings.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place for children and young people to express their views and give feedback which operate with the best interest of the child or young person at heart.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That children and young people are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

**The Designated Safeguarding Lead**

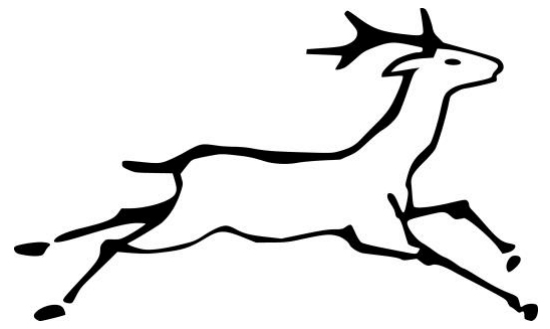
- Holds ultimate responsibility for safeguarding and child protection in the school or Intervention Services and is a member of the SLT.
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole setting's community.
- Encourages a culture of listening to children and young people and taking account of their wishes and feelings.
- Is appropriately trained with updates at least every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- Will refer a child or young person, if there are concerns about possible abuse, to Front Door (MASH) and act as a focal point for staff to discuss concerns. Enquiries must be followed up in writing, if referred by telephone.
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- Will ensure that all such records are kept confidential, stored securely and are separate from student records, until the child's 25th birthday.



- Will ensure that an indication of the existence of the additional file is marked on the child or young person's records.
- Will ensure that when a child or young person leaves the school or service, relevant child protection information is passed to the new setting (separately from their main file) as soon as possible, ensuring secure transit and that confirmation of receipt is obtained.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new setting in advance of a child or young person leaving. For example, information that would allow the new setting to continue supporting victims of abuse and have that support in place for when the child or young person arrives.
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- Has a working knowledge of DCFP procedures.
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents or carers.
- Will ensure that any child or young person currently with a child protection plan who is absent from the educational setting without explanation is referred to their social worker.
- Will ensure that all staff sign to say they have read, understood and agree to work within Running Deer's safeguarding policy, behaviour policy, staff Code of conduct and Keeping Children Safe in Education (KCSIE) 2025vPart 1 and Annex A and ensure that the policies are used appropriately.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all staff, keep a record of attendance and address any absences.
- Will contribute to and provide, with the Head of School and Board of Directors, the "Audit of Statutory Duties and Associated Responsibilities" (S175/157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Devon County Council.
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputy are clearly advertised in the setting, with a statement explaining the setting's role in referring and monitoring cases of suspected abuse.

### **The Deputy Designated Safeguarding Lead**

- Is trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.



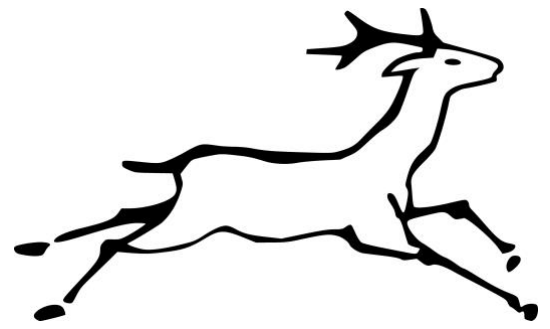
- Designated Safeguarding Leads from all areas of the organisation will aim to meet weekly to discuss safeguarding concerns and scrutinise actions. This will be recorded in the monitoring logs.

## **All Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and young people and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Consider, at all times, what is in the best interests of the child or young person.
- Know how to respond to a child or young person who discloses abuse through delivery of 'Working Together to Safeguard Children', and 'What to do if you're worried a child is being abused'.
- Will refer any safeguarding or child protection concerns to the DSL or, if necessary, where the child is at immediate risk, to the police or Front Door (MASH).
- Are aware of the Early Help process and understand their role within it including identifying emerging problems for children and young people who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases, staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.

## **7. Confidentiality**

- Running Deer recognises that in order to effectively meet a child or young person's needs, safeguard their welfare and protect them from harm, Running Deer must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act / GDPR is not a barrier to sharing information where the failure to do so would place a child or young person at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children, young people and families. Therefore, in this respect they are confidential, and the Head of School, Centre Manager, or DSLs will only disclose information about a child or young person to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to Front Door (MASH) with their parents or carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Front Door (MASH) consultation line.

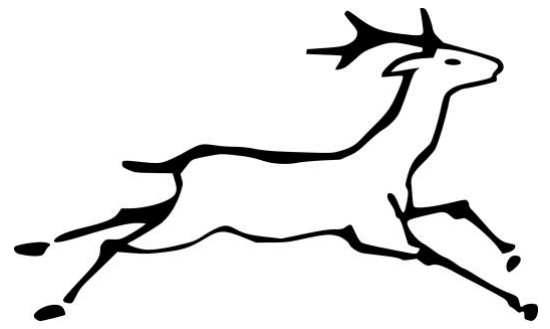


## 8. Child Protection Procedures

- Abuse and neglect are forms of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm or by failing to act to prevent harm. Children and young people may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child or young person in any family in any setting could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.
- There are also a number of specific safeguarding concerns that we recognise our students may experience.
  - child missing from education.
  - child missing from home or care.
  - child sexual exploitation (CSE).
  - County lines.
  - bullying including cyberbullying.
  - domestic abuse.
  - drugs.
  - fabricated or induced illness.
  - faith abuse.
  - female genital mutilation (FGM).
  - forced marriage.
  - gangs and youth violence.
  - gender-based violence/violence against women and girls (VAWG).
  - mental health.
  - private fostering.
  - radicalisation.
  - youth produced sexual imagery (sexting).
  - teenage relationship abuse.
  - upskirting.
  - trafficking.
  - peer on peer abuse.

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer-on-peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.



### **If staff are concerned about a child's welfare**

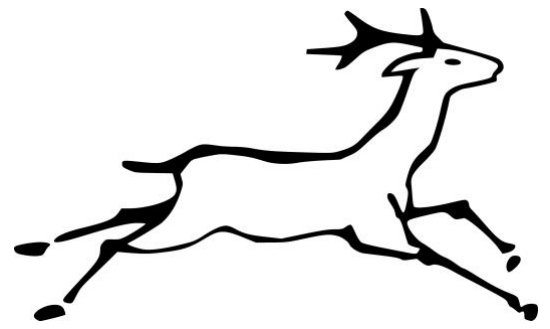
- If contractors notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record these concerns on an 'Expression of concern Form' and pass it to the DSL. They may also discuss their concerns in person with the DSL, but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a child or young person may be at risk but have no 'real' evidence. The child or young person's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Running Deer recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child, or young person is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child or young person the opportunity to talk. It is fine for staff to ask the student if they are OK or if they can help in any way.
- Following an initial conversation with the child or young person, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them in writing.
- If the child or young person does begin to reveal that they are being harmed, staff should follow the advice below regarding a child or young person making a disclosure.

### **If a child or young person discloses to a member of staff**

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

### **During their conversation with the child or young person, staff will:**

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overact or act shocked or disgusted – the child or young person may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.
- Not be afraid of silences – staff must remember how difficult it is for the child or young person and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.



- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.

If a child or young person talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the Expression of Concern form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed, and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

### **Notifying Parents**

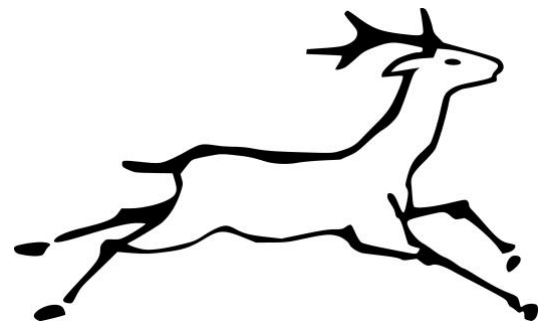
Running Deer will normally seek to discuss any concerns about a child or young person with their parents or carers. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent or carer in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's Social Worker (where applicable) or Front Door (MASH).

Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

### **Making a referral**

- Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's services or other support is appropriate in accordance with Devon Children and Families Partnership Threshold Tool.
- If a referral is needed, then the DSL should make this rapidly and systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.
- The child or young person (subject to their age and understanding) and the parents or carers will be told that a referral is being made, unless to do so would increase the risk to the child or young person.



- If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to Front Door (MASH) and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

### **Supporting Staff**

- We recognise that staff who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

### **9. Children and young people who are particularly vulnerable**

Running Deer recognises that some children and young people are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some.

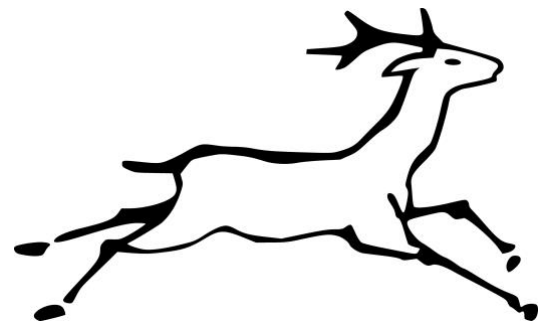
We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.



- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.

### **10. Anti-Bullying/Cyberbullying**

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body and/or Board of Directors. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Head of School or Centre Manager (Intervention Services) and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education.

Running Deer Intervention Services at Waterside, Berry Pomeroy, have an additional member of staff in the role of Online Safety Lead (DSO), whose role is detailed in their Online Safety Policy and available on the Intervention Services website.

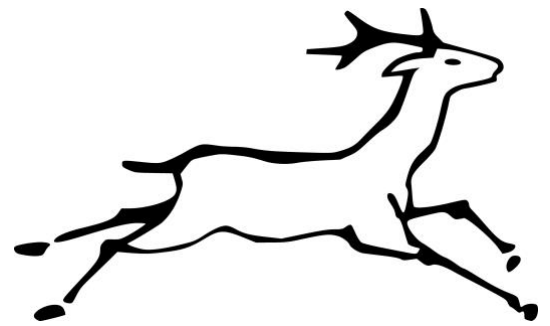
### **11. Racist Incidents**

Our policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

### **12. Radicalisation and Extremism**

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.





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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Running Deer is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

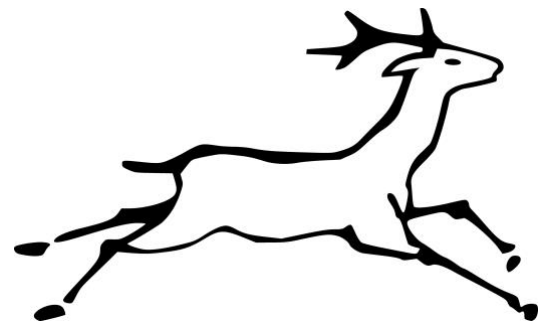
Running Deer seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

Opportunities are provided in the curriculum to enable children and young people to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The Board of Directors, the Head of School, the Centre Manager (Intervention Services) and the Designated Safeguarding Lead (DSL) will assess the level of risk within the setting and put actions in place to reduce that risk. Risk assessment may include the use of premises by external agencies, anti-bullying policy and other issues specific to the setting's profile, community and philosophy.

When any member of staff has concerns that a child or young person may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and Board of Directors to raise concerns around Prevent (020 7340 7264). The DSL will follow Prevent procedures, completing the form at [https:// www.devon-cornwall.police.uk/advice/your-community/prevent-reporting-and-preventingradicalisation-terrorism-and-extremism/](https://www.devon-cornwall.police.uk/advice/your-community/prevent-reporting-and-preventingradicalisation-terrorism-and-extremism/)



### **13. Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

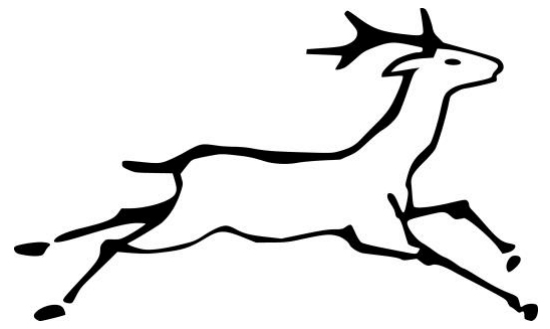
Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

### **14. Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Running Deer is aware there is a clear link between regular school absence/ truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Devon Children and Families Partnership CSE Screening Tool on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.



In all cases if the tool identified any level of concern the DSL should contact their local MACSE and email the completed CSE Screening Tool along with a Front Door (MASH) enquiry form. If a child is in immediate danger the police should be called on 999.

Running Deer is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Running Deer School includes the risks of sexual exploitation in the PHSE and SRE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

### **15. Female Genital Mutilation (FGM)**

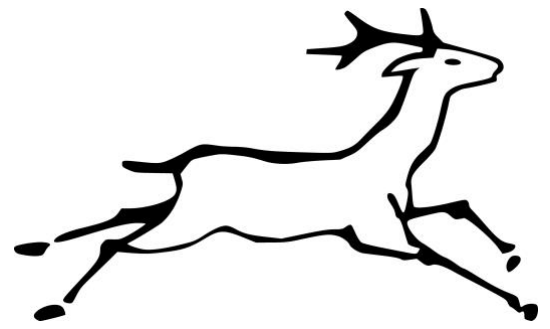
Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons at Running Deer who are employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4.

Concerns about FGM outside of the mandatory reporting duty should be reported as per Running Deer's safeguarding procedures. Staff should be particularly alert to suspicions or



concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

## **16. Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Staff should never attempt to intervene directly or through a third party. Contact should be made with Front Door (MASH).

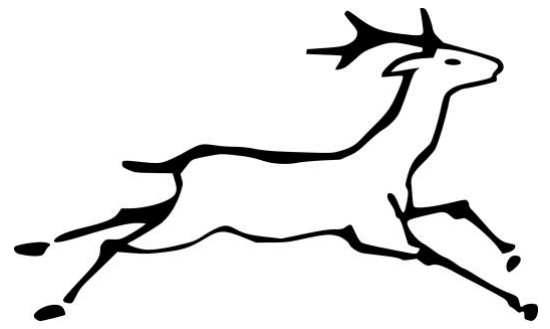
## **17. Honour-based Violence**

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion.
- Want to get out of an arranged marriage.
- Want to get out of a forced marriage.
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.



## **18. One Chance Rule**

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a child or young person who is a potential victim and have just one chance to save a life.

Running Deer are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

## **19. Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

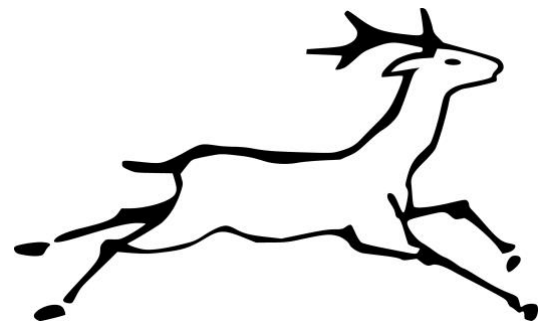
Running Deer recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Front Door (MASH) of the circumstances.

## **20. Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and neglect. Running Deer ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

At Running Deer School, the designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Devon County Council's Virtual School Head for Children in Care. The designated teacher for looked after



children works with the Virtual School Head to discuss how student Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

## **21. Children Missing Education**

Attendance, absence and exclusions are closely monitored. Running Deer will hold more than one emergency contact number for child or young person when reasonably possible. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

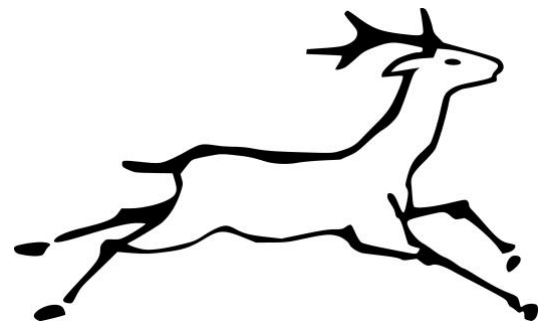
## **22. Online Safety**

Our children and young people increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and ooVoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Running Deer School and Running Deer Intervention Services, each have an online safety policy which explains how we try to keep students safe and how we respond to online safety incidents - these are available on the respective websites.

Young People are taught about online safety throughout the curriculum, and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is the Head of School. The Intervention Services centre at Waterside, Berry Pomeroy, has a separate Online Safety Lead (DSO in addition to the DSL and DDSL).



### 23. Child on Child Sexual violence and sexual harassment

The DSL, Governing Body/Board of Directors and Head Teacher will take due regard to Section 5, KCSIE 2025.

In most instances, the conduct of children and young people towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Running Deer recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child-on-child abuse are outlined below.

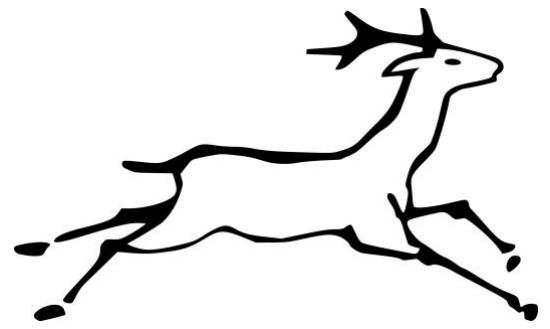
- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way but also includes assault with injury offences.

The term child-on-child abuse can refer to all of these definitions, and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Running Deer aims to reduce the likelihood of child-on-child abuse through:

- The established ethos of respect, friendship, courtesy and kindness.
- High expectations of behaviour.
- Clear consequences for unacceptable behaviour.
- Providing a developmentally appropriate PSHE curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- Systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed.
- Robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.



Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. Therefore, Running Deer will also educate children and young people in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the setting and what services they can contact for further advice.

Any concerns, disclosures or allegations of child -on- child abuse in any form should be referred to the DSL using Running Deer child protection procedures as set out in this policy. Where a concern regarding child -on- child abuse has been disclosed to the DSL(s), advice and guidance will be sought from Front Door (MASH) and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Running Deer also recognises the importance of communicating regularly with parents and carers about children's internet use **outside of school**.

If a young person's behaviour negatively impacts on the safety and welfare of other young people, then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

#### **24. Youth produced sexual imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

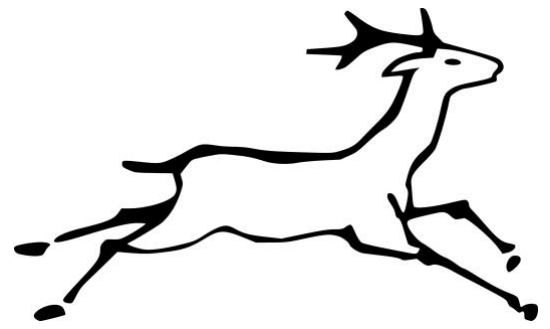
- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible.





The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Front Door (MASH) or the Police as appropriate.

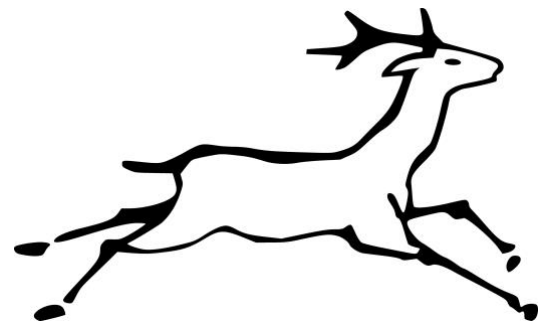
Immediate referral at the initial review stage should be made to Front Door (MASH)/Police if:

- The incident involves an adult.
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Head of School or Centre Manager to respond to the incident without escalation to Front Door (MASH) or the police.

In applying judgement, the DSL will consider if;

- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is more vulnerable than usual i.e. at risk.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the child involved understands consent.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances.
- the children have been involved in incidents relating to youth produced imagery before.



If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or Front Door (MASH). Otherwise, the situation will be managed within the school/setting.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

## **25. Allegations against staff**

All staff should take care not to place themselves in a vulnerable position with a child or young person. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

We understand that a child or young person may make an allegation against a member of staff or staff may have concerns about another staff member.

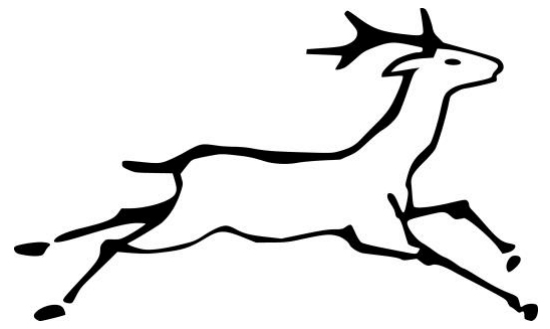
If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School or Centre Manager (Intervention Services).

The Head of School or Centre Manager (Intervention Services) on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Head of School or Centre Manager (Intervention Services), the person receiving the allegation will immediately inform the Board of Directors who will consult the LADO as above, without notifying the Head of School or Centre Manager (Intervention Services) first. [NB where the Head of School is also the sole proprietor of an independent school the concerns should be reported directly to the LADO] Running Deer will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education (KCSIE) 2025 and the school's Managing Allegations policy and procedures.

Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the LADO and an HR Consultant in making this decision.

In the event of an allegation against the Head of School or Centre Manager (Intervention Services), the decision to suspend will be made by Board of Directors with advice as above.



Allegations regarding the proprietor of an independent school will be referred to the Local Authority Designated Officer (Independent Schools only).

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and Board of Directors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

## **26. Whistleblowing**

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in Running Deer's safeguarding arrangements. If it becomes necessary to consult outside the service, they should speak, in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Whistle-blowing re the Head of School or Centre Manager (Intervention Services) should be made to the Managing Director of Running Deer C.I.C whose contact details are readily available to staff (as pertinent to setting).

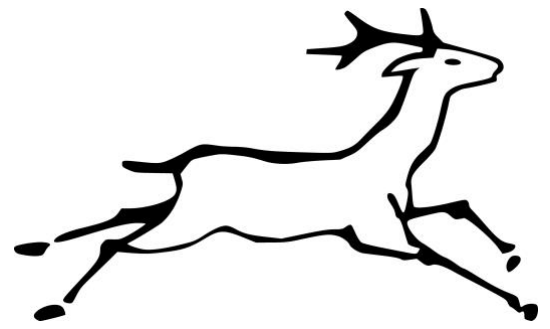
## **27. Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.



We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

## **28. Confidentiality, sharing information and GDPR**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Head of School, Centre Manager (Intervention Services) or Board of Directors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders had failed to act upon concerns raised by staff, Keeping Children Safe in Education (KCSIE) 2025 emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data (Use and Access) Act 2025.

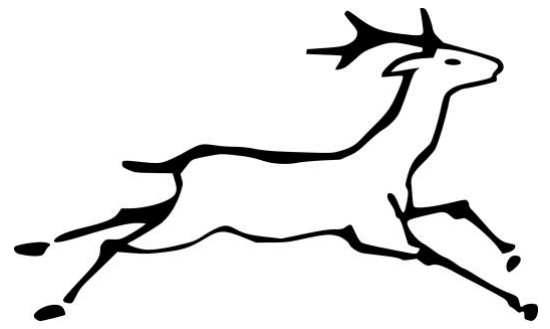
Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

## **29. This policy also links to our policies on**

- Behaviour
- Staff Behaviour Policy | Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Parental concerns
- Curriculum (Running Deer School)
- First Aid
- De-escalation and Physical Intervention
- Mobile Phones



- Recruitment
- Intimate Care
- Exclusion
- Internet safety policy and risk assessment

### **30. County Lines**

Where a professional believes a child to be involved in County Lines, there should be no delay in making a safeguarding referral using the local areas agreed pathway process. Remember if there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm, a Section 47 Enquiry (Children Act 1989) should be initiated.

The Home Office has provided key guidance for all four UK nations on how to recognise and respond to concerns about county lines (Home Office, 2020a).

In England and Wales, the Ministry of Justice has provided guidance for frontline practitioners on referral pathways for responding to and safeguarding children involved in county lines (Ministry of Justice, 2019).

Public Health England (PHE) (2022) has published guidance on county lines exploitation to help health professionals prevent child exploitation and protect vulnerable children that have been manipulated and coerced into crime.

#### **Recognising County Lines**

Perpetrators will be seeking out a child to exploit

- observing the child for vulnerabilities
- finding out what the child's needs and wants are
- manipulating the child into believing that being in the gang can fulfil these needs.

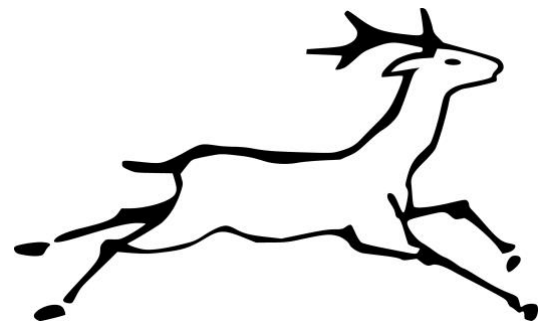
Once they have identified a child, the gang will make some form of contact, and the grooming process will begin. This could be in person or via mobile phone. Social media profiles may also be used to glamourise gang life and entice young people.

Some children are groomed through family members, for instance if they have a sibling or relative who is already involved with a county lines gang.

County lines gangs offer money and status to attract young people. Children may also be attracted to joining a gang by the prospect of belonging to a 'family' that will protect them if their own family feels unstable or unsafe.

The following have been identified as key places where county lines gangs target and approach vulnerable young people:

- schools and further and higher educational institutions
- special educational needs schools



- places for alternative provision outside of mainstream education
- foster homes
- homeless shelters.

Once a child is part of a county lines gang their loyalty and commitment will be tested. The gang will begin to trap the child by making them feel powerless to leave. This might include threats of violence if they leave, making the child feel like they are betraying their new 'family', or telling the child they will get in trouble if they seek help because they have committed a criminal offence (Children's Society, 2019).

[> Find out more about grooming](#)

Who is vulnerable to county lines exploitation?

Any child could potentially be at risk of criminal exploitation by a county lines gang.

Factors that make a county lines gang more likely to target, groom and exploit a child include:

- the child having experienced neglect, physical and/or sexual abuse in the past
- social isolation or social difficulties
- poverty
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a learning disability
- having mental health problems
- having substance misuse issues
- being in care or having a history of being in care
- being excluded from mainstream education

(Home Office, 2020a).

Permanent exclusion from mainstream education has been identified as a critical event that can lead to young people becoming vulnerable to criminal exploitation (Child Safeguarding Practice Review Panel, 2020).

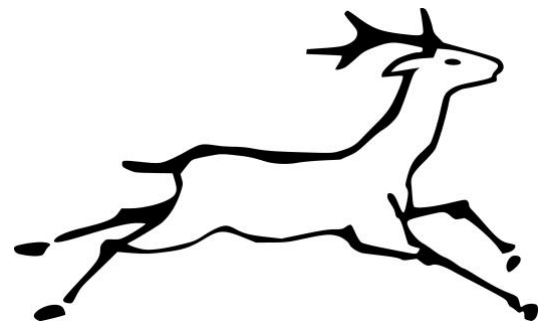
County lines gangs can take advantage of the lack of structure, loss of a sense of belonging and feeling of rejection that exclusion can elicit in a young person.

The average age of young people who are exploited through county lines activity is 15-16 years old, but children as young as 12 have also been reported to have been involved (Home Office, 2020a).

Signs that a young person may be involved in criminal exploitation

The following signs may indicate that a child is being exploited by a county lines gang:

- frequently going missing from school, home or care



- travelling to locations, or being found in areas they have no obvious connections with, including seaside or market towns
- unwillingness to explain their whereabouts
- acquiring money, clothes, accessories or mobile phones which they seem unable to account for
- receiving excessive texts or phone calls at all hours of the day
- having multiple mobile phone handsets or sim cards
- withdrawing or having sudden changes in personality, behaviour or the language they use
- having relationships with controlling or older individuals and groups
- unexplained injuries
- carrying weapons
- significant decline in school results or performance
- being isolated from peers or social networks
- associating with or being interested in gang culture
- self-harming or having significant changes in mental health

(Ministry of Justice, 2019).

## Grooming

The grooming process involves the gang:

- seeking out a child to exploit
- observing the child for vulnerabilities
- finding out what the child's needs and wants are
- manipulating the child into believing that being in the gang can fulfil these needs.

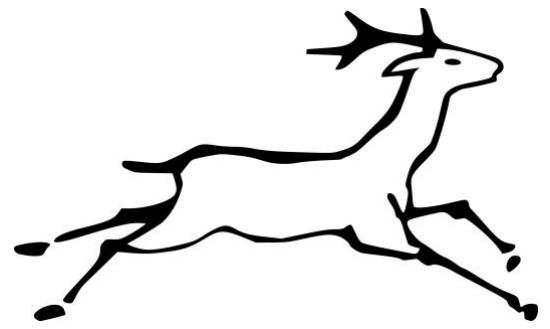
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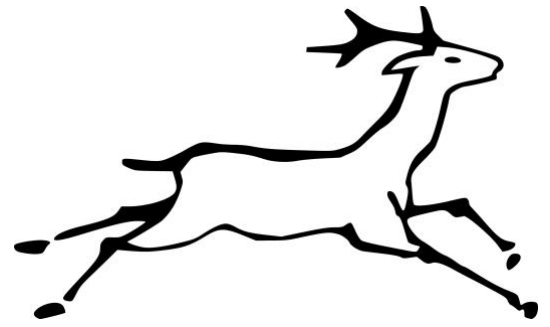
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- unexplained injuries
- carrying weapons
- significant decline in school results or performance
- being isolated from peers or social networks
- associating with or being interested in gang culture
- self-harming or having significant changes in mental health

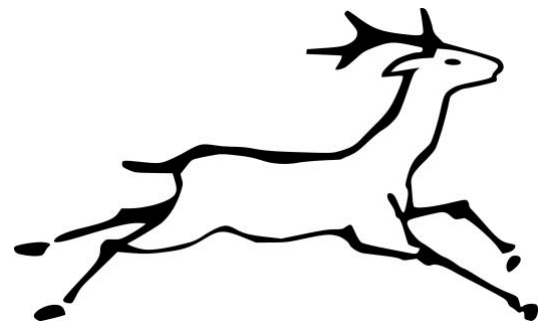
(Ministry of Justice, 2019)

### **Contact Running Deer School**

Running Deer School, Butterdon Wood, Moretonhampstead, Devon, TQ13 8PY  
Telephone: 01647 400201 | Email: [school@runningdeer.org.uk](mailto:school@runningdeer.org.uk)  
Website: <https://www.runningdeerschool.org.uk>

### **Contact Running Deer Intervention Services**

Running Deer Intervention Services, Waterside, Berry Pomeroy, TQ9 6LH  
Email: [ifs@runningdeer.org.uk](mailto:ifs@runningdeer.org.uk)



## **Appendix 1**

### **Recognising signs of child abuse**

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

### **Signs of Abuse in Children**

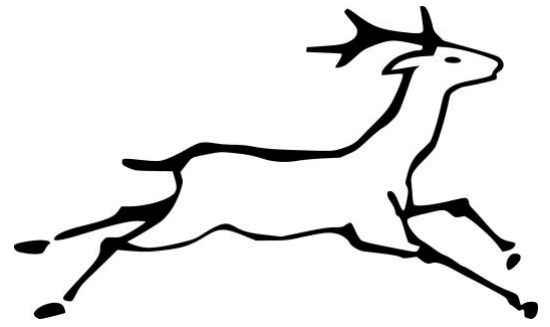
The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age-inappropriate sexual behaviour
- Child Sexual Exploitation.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services
- The absence of such indicators does not mean that abuse or neglect has not occurred.
- In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/ low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits



- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

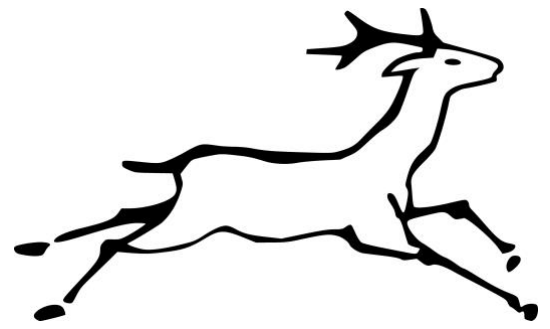
Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, handprints or a hairbrush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.



## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/ her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

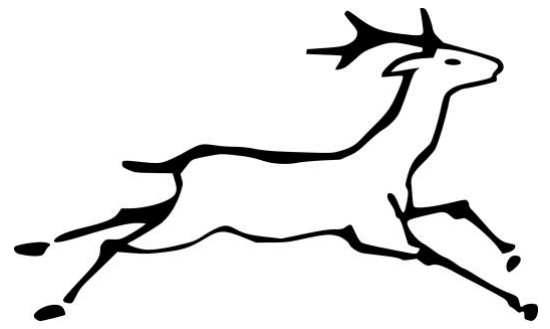
- The history provided is vague, non-existent or inconsistent with the fracture type
  - There are associated old fractures
  - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.



The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about, and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

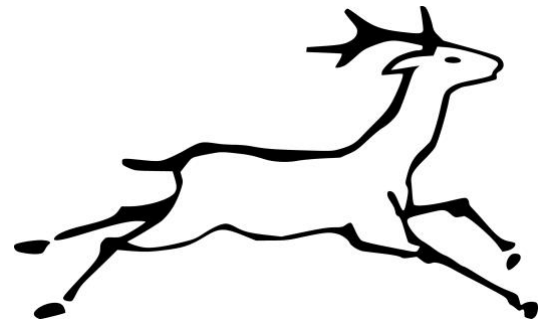
Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

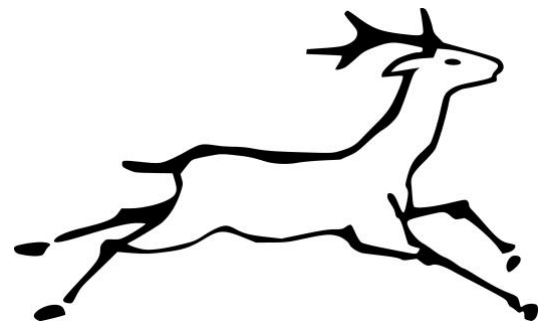
### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care



- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods



## **Appendix 2**

### **Sexual Abuse & Sexual Harassment**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting - when someone takes a picture under a person's clothing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm.

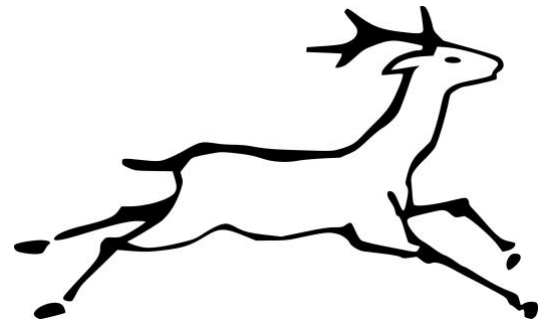
### **Developmental Sexual Activity**

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

### **Inappropriate Sexual Behaviour**

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to



more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

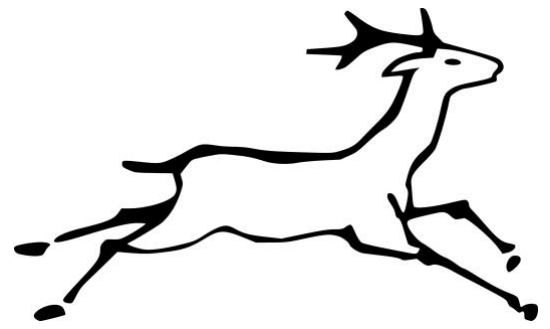
Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at [www.devon.gov.uk/safeguarding](http://www.devon.gov.uk/safeguarding) by choosing Safeguarding Children – Protocols and Guidance for Professionals.





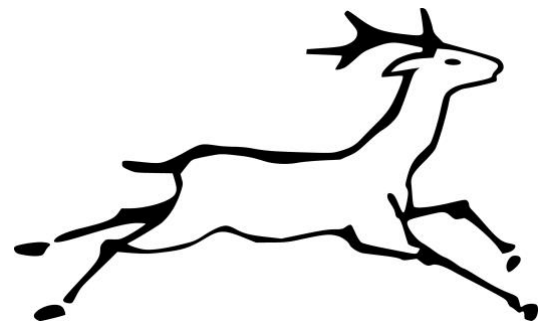
## Appendix 3

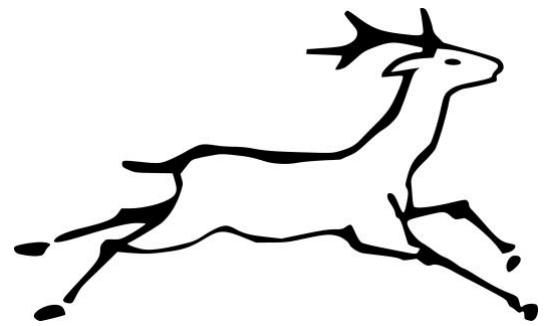
### Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truanting
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.





## **Appendix 4**

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

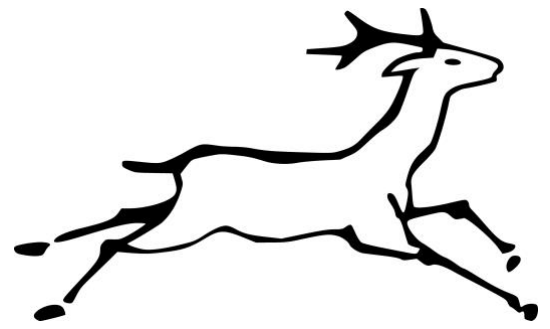
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic



- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

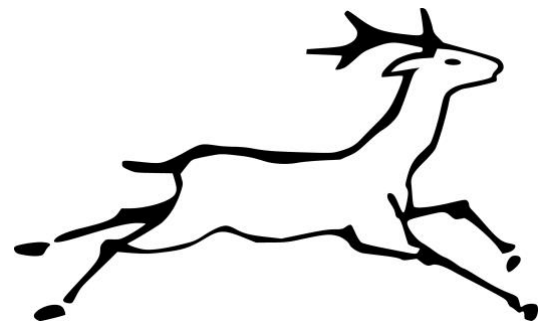
FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and make a referral to children's services.



## Appendix 5

### Domestic Abuse

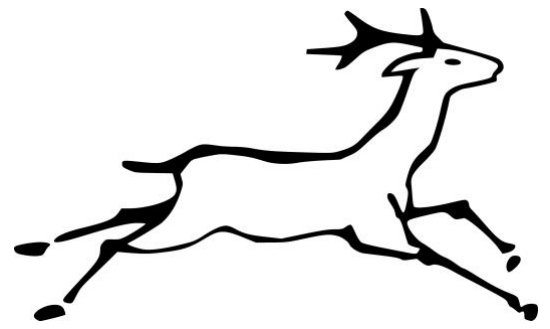
How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety. What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

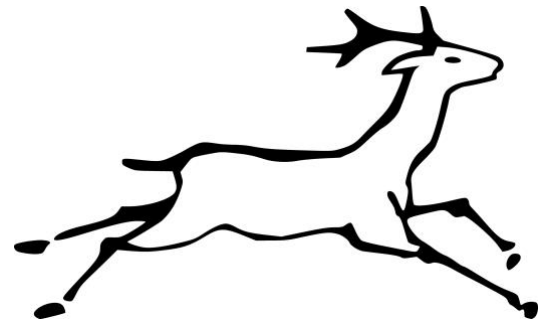
Contact: <https://new.devon.gov.uk/dsva/>



## Appendix 6

### Indicators of Vulnerability to Radicalisation

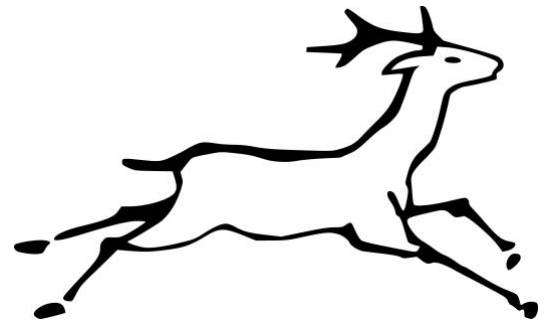
1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
  - Seek to provoke others to terrorist acts.
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
  - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
  - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
  - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.



- Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters.
  - Accessing violent extremist websites, especially those with a social networking element.
  - Possessing or accessing violent extremist literature.
  - Using extremist narratives and a global ideology to explain personal disadvantage.
  - Justifying the use of violence to solve societal issues.
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour.
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Prevent Duty can be accessed via this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_\\_England\\_Wales\\_V2-Interactive.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf)

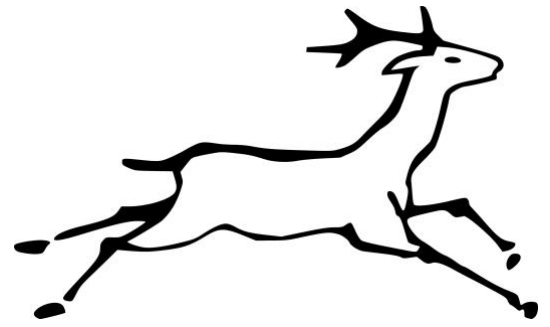


## Appendix 7

### Further advice on child protection is available from:

- NSPCC: <http://www.nspcc.org.uk/>
- Childline: <http://www.childline.org.uk/pages/home.aspx>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Beat Bullying: <http://www.beatbullying.org/>
- Childnet International making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>
- Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>
- Safer Internet Centre <http://www.saferinternet.org.uk/>
- Transgender awareness | support <http://www.mermaidsuk.org.uk/>
- Schools' transgender toolkit
- Intercom trust transgender guidance





## **Appendix 8**

### **Local Authority Contact Details**

#### **DEVON COUNTY COUNCIL**

##### **For Early Help, Consultation and Enquiries please contact:**

Telephone: 0345 155 1071 | Fax: 01392 448951 | Email: Front Doorsecure@devon.gcsx.gov.uk

Enquiry Form available at: <https://new.devon.gov.uk/making-a-Front Door-enquiry>

Post: Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS

Emergency Duty Team out of hours 0845 6000 388

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

Website: <https://new.devon.gov.uk>

##### **Early Help Team**

Senior Manager: TBC

Manager Exeter and South: TBC

Manager Mid & East: Ian Flett 07815 562 370

Manager South & West: Karen Hayes 07854 253424

Manager Northern: Sarah Simpson 07854 304 512

##### **Locality Early Help Mailbox**

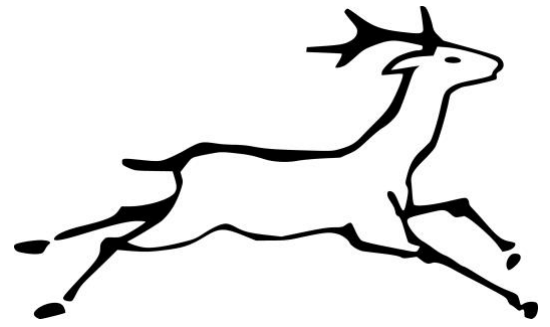
North: [earlyhelppnorthsecuremailbox@devon.gcsx.gov.uk](mailto:earlyhelppnorthsecuremailbox@devon.gcsx.gov.uk)

Mid & East: [earlyhelpmideastsecuremailbox@devon.gcsx.gov.uk](mailto:earlyhelpmideastsecuremailbox@devon.gcsx.gov.uk)

South & West: [earlyhelpsouthsecuremailbox@devon.gcsx.gov.uk](mailto:earlyhelpsouthsecuremailbox@devon.gcsx.gov.uk)

Exeter: [earlyhelpexetersecuremailbox@devon.gcsx.gov.uk](mailto:earlyhelpexetersecuremailbox@devon.gcsx.gov.uk)

For emergencies outside of office hours please call: 0345 600 0388 or 0845 600 0388



## **TORBAY COUNCIL**

If you feel a child is in immediate danger, please call 999. If you are worried about a child, please call the Torbay Multi-Agency Safeguarding Hub on 01803 208100 or email [mash@torbay.gov.uk](mailto:mash@torbay.gov.uk)

Out of office hours please call 0300 4564 876.

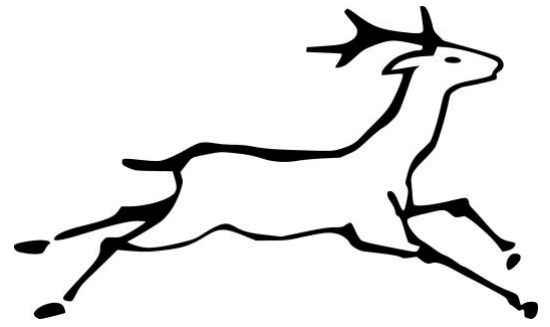
The MASH is a team of people who continue to be employed by their individual agencies but who are co-located in one office. <http://www.torbaysafeguarding.org.uk/>

Torbay MASH is co-located in Tor Hill House, Torquay. Torbay MASH currently consists of:

- Children's Social Care.
- The Police.
- Safeguarding Health team.
- Torbay Education Safeguarding Service (TESS).
- Probation

### **To report a concern:**

<http://torbaysafeguarding.org.uk/professionals/hub/>



### **Plymouth Safeguarding Contact Information**

Plymouth Safeguarding Children Partnership  
Multi-Agency Safeguarding Hub (MASH)  
For professionals to report safeguarding concerns about children

Telephone: 01752 668000

Email: [mashsecure@plymouth.gov.uk](mailto:mashsecure@plymouth.gov.uk)

Address: Plymouth Multi-Agency Safeguarding Hub (MASH) Midland House Notte Street  
Plymouth PL1 2EJ

Operating Hours: Monday to Thursday 8:45am - 5:15pm, Friday 8:45am - 4:45pm

### **Out of Hours Emergency Duty Team**

For urgent safeguarding concerns outside of normal office hours

Telephone: 01752 346984

Available: 5:15pm to 8:45am weekdays, and 24 hours at weekends and bank holidays

### **Police – Emergency**

If a child is in immediate danger

Telephone: 999

### **Police - Non-Emergency**

To report concerns that are not immediate emergencies

Telephone: 101

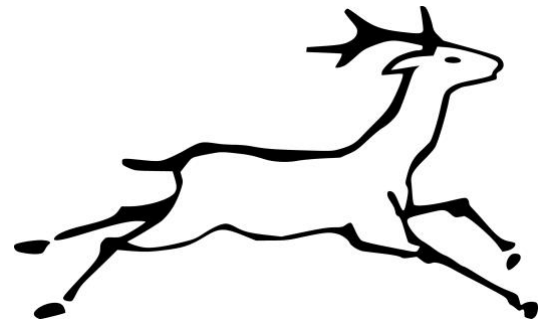
### **Local Authority Designated Officer (LADO)**

For allegations against staff or volunteers who work with children

Telephone: 01752 307635

Email: [LADO@plymouth.gov.uk](mailto:LADO@plymouth.gov.uk)

Address: LADO Service Plymouth City Council Midland House Notte Street Plymouth PL1  
2EJ



**Plymouth Safeguarding Children Partnership**

For information, training, and safeguarding procedures

Website: [www.plymouthscp.co.uk](http://www.plymouthscp.co.uk)

Email: [plymouthscp@plymouth.gov.uk](mailto:plymouthscp@plymouth.gov.uk)

Telephone: 01752 307144

**Early Help Hub**

For early help assessments and support for families

Telephone: 01752 668000

Email: [earlyhelphub@plymouth.gov.uk](mailto:earlyhelphub@plymouth.gov.uk)

**Channel Panel (Prevent)**

For concerns about radicalisation and extremism

Telephone: 01752 305477

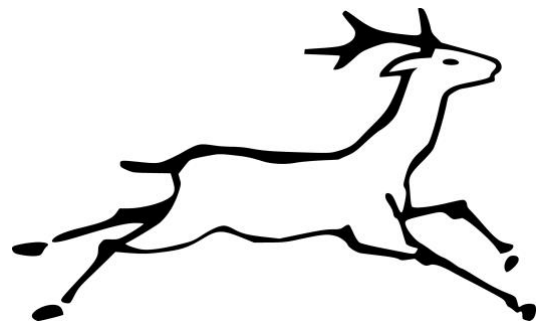
Email: [prevent@devonandcornwall.pnn.police.uk](mailto:prevent@devonandcornwall.pnn.police.uk)

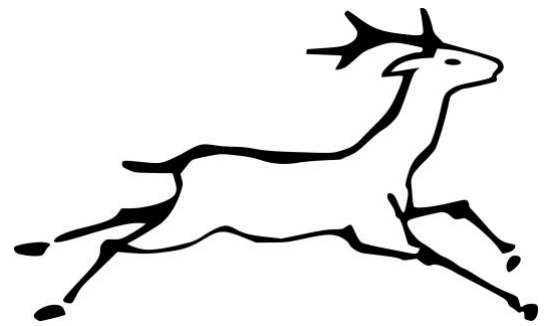
**Virtual School (for Looked After Children)**

Support for children in care or previously in care

Telephone: 01752 307402

Email: [virtualschool@plymouth.gov.uk](mailto:virtualschool@plymouth.gov.uk)





## **DORSET COUNTY COUNCIL**

### **Child Advice and Duty Service (formerly MASH)**

Single point of contact for safeguarding concerns

Tel: [01305 228866](tel:01305228866)

#### **To report a concern:**

[https://pandorsetscb.proceduresonline.com/p\\_report\\_concerns.html](https://pandorsetscb.proceduresonline.com/p_report_concerns.html)

<https://pdscp.co.uk/>

Westport House

Worgret Road

Wareham

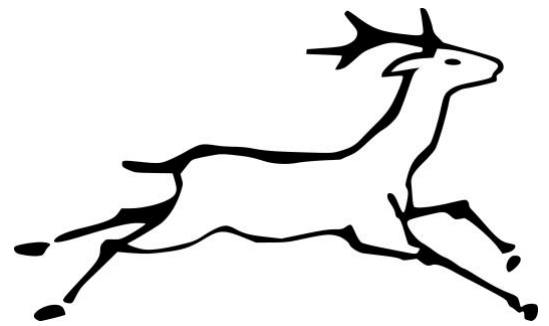
BH20 4PP

#### **Opening hours**

Monday to Friday: 8am to 10pm

Saturday, Sunday and bank holidays: 9am to 10pm

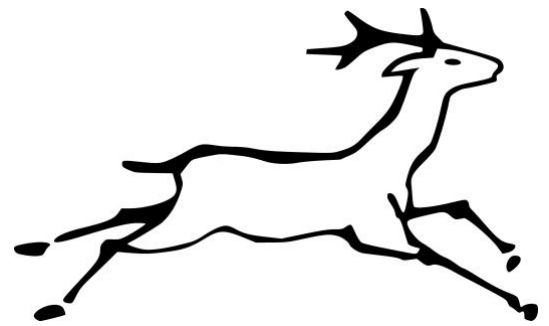
Pan-Dorset Safeguarding Children Partnership				
<b>Pan-Dorset Safeguarding Children Partnership</b>	Business Manager	Laurence Doe	01305 221350	<a href="mailto:laurence.doe@dorsetcouncil.gov.uk">laurence.doe@dorsetcouncil.gov.uk</a>
<b>Pan-Dorset Safeguarding Children Partnership (EAST)</b> Bournemouth Civic Centre. Bourne Avenue, Bournemouth BH2 6DY Tel: 01202 458873 Email: <a href="mailto:pandorsetsafeguardingchildrenpartnership@bcpcouncil.gov.uk">pandorsetsafeguardingchildrenpartnership@bcpcouncil.gov.uk</a>	Safeguarding Co-Ordinator	Kerrie Ainley	01202 127465	<a href="mailto:Kerrie.Ainley@bcpcouncil.gov.uk">Kerrie.Ainley@bcpcouncil.gov.uk</a>
	Administrator	Joanna Lee	01202 817412	<a href="mailto:Joanna.Lee@bcpcouncil.gov.uk">Joanna.Lee@bcpcouncil.gov.uk</a>
<b>Pan-Dorset Safeguarding Children Partnership (WEST)</b> West Court, County Hall, Colliton Park, Dorchester DT1 1XJ Tel: 01305 221196	Business Support Manager	Sophie Cole	01305 221349	<a href="mailto:sophie.cole@dorsetcouncil.gov.uk">sophie.cole@dorsetcouncil.gov.uk</a>
	Administrator	Charlene Miller	01305 221196	<a href="mailto:Charlene.miller@dorsetcouncil.gov.uk">Charlene.miller@dorsetcouncil.gov.uk</a>



Email: <a href="mailto:pan-dorsetscp@dorsetcouncil.gov.uk">pan-dorsetscp@dorsetcouncil.gov.uk</a>				
<b>Pan-Dorset Child Death Overview Panel</b> West Court, County Hall, Colliton Park, Dorchester, DT1 1XJ Tel: 01305 221644 Email: <a href="mailto:CDOP@dorsetcouncil.gov.uk">CDOP@dorsetcouncil.gov.uk</a>	CDOP Administrator	Post out to advert	01305 221644	<a href="mailto:cdop@dorsetcouncil.gov.uk">cdop@dorsetcouncil.gov.uk</a>
<b>Pan-Dorset Training</b> West Court, County Hall, Colliton Park, Dorchester, DT1 1XJ Tel: 01305 221645 Email: <a href="mailto:pan-dorsetscptraining@dorsetcouncil.gov.uk">pan-dorsetscptraining@dorsetcouncil.gov.uk</a>	Training Coordinator	Helen Warburton	01305 228476	<a href="mailto:helen.warburton@dorsetcouncil.gov.uk">helen.warburton@dorsetcouncil.gov.uk</a>
	Senior Training Officer	Vacant (as at 18/7/23)	Vacant	
	Training Administrator	Jo Hickson	01305 221645	<a href="mailto:pan-dorsetscptraining@dorsetcouncil.gov.uk">pan-dorsetscptraining@dorsetcouncil.gov.uk</a>
	Training Administrator	Katy Moore	01305 221645	

Children's Referrals		
<b>Bournemouth, Christchurch and Poole First Response Hub</b>	<a href="mailto:childrensfirstresponse@bcpcouncil.gov.uk">childrensfirstresponse@bcpcouncil.gov.uk</a>	01202 735046
<b>Dorset Children's Advice &amp; Duty Service</b>	<a href="mailto:dorchesterlocality@dorsetcouncil.gov.uk">dorchesterlocality@dorsetcouncil.gov.uk</a>	01305 228558

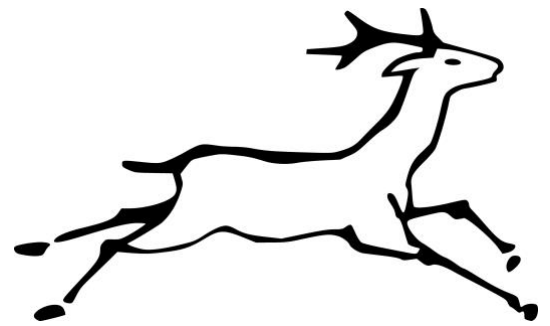
Dorset Council				
Safeguarding Role	Position	Name	E-mail	Telephone
Director	Corporate Director for	Theresa Leavy	<a href="mailto:theresa.leavy@dorsetcouncil.gov.uk">theresa.leavy@dorsetcouncil.gov.uk</a>	01305 224166



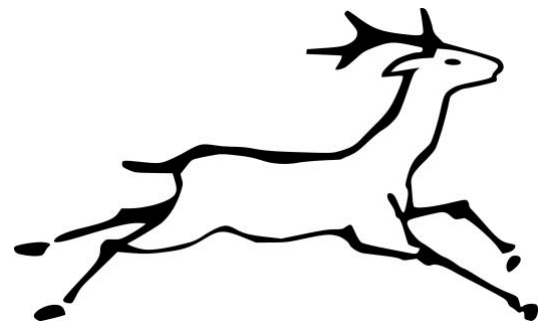
	Children's Services			(Theresa's PA, Jodie Harrod)
Safeguarding Lead	Head of Quality Assurance and Partnerships	Sunita Khattra-Hall	<a href="mailto:Sunita.Khattra-Hall@dorsetcouncil.gov.uk">Sunita.Khattra-Hall@dorsetcouncil.gov.uk</a>	01305 228372
Safeguarding Education Service Manager	Designated Safeguarding Manager	Kelvin Connelly	<a href="mailto:kelvin.connelly@dorsetcouncil.gov.uk">kelvin.connelly@dorsetcouncil.gov.uk</a>	01305 221407
LADO	Safeguarding Advisor	Martha Sharp Lynne Bowman	<a href="mailto:Martha.sharp@dorsetcouncil.gov.uk">Martha.sharp@dorsetcouncil.gov.uk</a> <a href="mailto:Lynne.bowman@dorsetcouncil.gov.uk">Lynne.bowman@dorsetcouncil.gov.uk</a>	01305 228323 01305 224034
Safeguarding Advisor - Schools	Safeguarding Advisor	Laura Tulk Jack Corrigan	<a href="mailto:Laura.tulk@dorsetcouncil.gov.uk">Laura.tulk@dorsetcouncil.gov.uk</a> <a href="mailto:Jack.corrigan@dorsetcouncil.gov.uk">Jack.corrigan@dorsetcouncil.gov.uk</a> (from Oct 2023)	01202 868264 01258 474031

Bournemouth, Christchurch and Poole Council				
Safeguarding Role	Position	Name	E-mail	Telephone
Director of Children's Services	Corporate Director – Children's Services	Cathi Hadley	<a href="mailto:Cathi.Hadley@bcpcouncil.gov.uk">Cathi.Hadley@bcpcouncil.gov.uk</a>	01202 138165
Children Social Care Director	Service Director – Children's Safeguarding and Early Help	Juliette Blake	<a href="mailto:Juliette.Blake@bcpcouncil.gov.uk">Juliette.Blake@bcpcouncil.gov.uk</a>	01202 794250
Service Director – Children & Young People	Service Director – Children & Young People	Sarah Rempel	<a href="mailto:sarah.rempel@bcpcouncil.gov.uk">sarah.rempel@bcpcouncil.gov.uk</a>	01202 126753



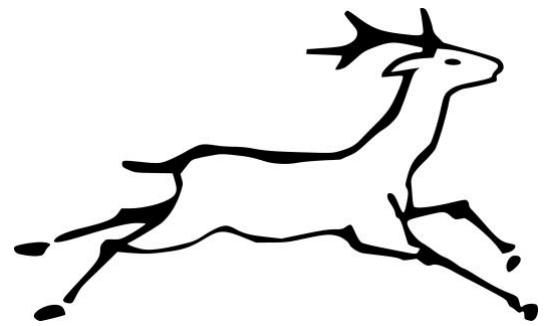


Director – Children & Young People	Director – Children & Young People	Sara Scholey	<a href="mailto:Sara.Scholey@bcpcouncil.gov.uk">Sara.Scholey@bcpcouncil.gov.uk</a>	01202 127556
Service Director for Quality Assurance, Performance Improvement and Governance	Service Director for Quality Assurance, Performance Improvement & Governance	Rachel Gravett	<a href="mailto:rachel.gravett@bcpcouncil.gov.uk">rachel.gravett@bcpcouncil.gov.uk</a>	01202 128993
Consultant, MASH (Multi Agency Safeguarding Hub)	Service Manager	Shan Searle	<a href="mailto:Shan.Searle@bcpcouncil.gov.uk">Shan.Searle@bcpcouncil.gov.uk</a>	01202 138121
Assessment, Complex Safeguarding and EOC	Service Manager	Nigel Burton	<a href="mailto:nigel.burton@bcpcouncil.gov.uk">nigel.burton@bcpcouncil.gov.uk</a>	01202 093441
Children in Care and Care Experienced Young People	Service Manager	Nicole Mills	<a href="mailto:Nicole.mills@bcpcouncil.gov.uk">Nicole.mills@bcpcouncil.gov.uk</a>	01202 118508
Head of Quality Assurance	Interim Head of Quality Assurance, Safeguarding & Partnerships	Tammy Lawrence	<a href="mailto:tammy.lawrence@bcpcouncil.gov.uk">tammy.lawrence@bcpcouncil.gov.uk</a>	01202 118489
LADO	Local Authority Designated Officer	Stephanie Power Tina Cooper Allyson Donovan (Temp as	<a href="mailto:LADO@bcpcouncil.gov.uk">LADO@bcpcouncil.gov.uk</a> <a href="mailto:Tina.cooper@bcpcouncil.gov.uk">Tina.cooper@bcpcouncil.gov.uk</a> <a href="mailto:Stephanie.power@bcpcouncil.gov.uk">Stephanie.power@bcpcouncil.gov.uk</a> <a href="mailto:Allyson.donovan@bcpcouncil.gov.uk">Allyson.donovan@bcpcouncil.gov.uk</a>	01202 817600

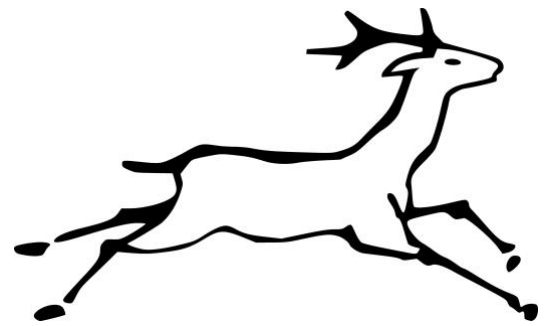


		at 27/7/23)		
Safeguarding in Education	Education Safeguarding Advisers	Julie Murphy Sue Wickings	<a href="mailto:juliemurphy@bcpcouncil.gov.uk">juliemurphy@bcpcouncil.gov.uk</a> <a href="mailto:sue.wickings@bcpcouncil.gov.uk">sue.wickings@bcpcouncil.gov.uk</a>	01202 633694 01202 456117

Health Organisations				
Organisation	Position	Name	E-mail	Telephone
NHS Dorset	Designated Doctor	Dr Wendy D'Arrigo	<a href="mailto:Wendy.D'Arrigo@dchft.nhs.uk">Wendy.D'Arrigo@dchft.nhs.uk</a>	01305 253730
NHS Dorset	Head of Safeguarding  & lead for any allegations against health professionals	Shiela Willoughby	<a href="mailto:Shiela.willoughby@nhsdorset.nhs.uk">Shiela.willoughby@nhsdorset.nhs.uk</a>	
NHS Dorset	Designated Nurse for Looked After Children	Penny Earney	<a href="mailto:Penny.Earney@nhsdorset.nhs.uk">Penny.Earney@nhsdorset.nhs.uk</a>	01305 361051
Dorset County Hospital	Designated Doctor for Child Deaths - West	Dr Wendy D'Arrigo	<a href="mailto:Wendy.D'Arrigo@dchft.nhs.uk">Wendy.D'Arrigo@dchft.nhs.uk</a>	01305 253730
Poole Hospital	Designated Doctor for Child Deaths - East	Dr Ann Dewar	<a href="mailto:Ann.dewar@uhd.nhs.uk">Ann.dewar@uhd.nhs.uk</a>	01202 665511
NHS Dorset	Children's Safeguarding Lead GP	Dr Isi Sosa	<a href="mailto:isi.sosa@dorset.nhs.uk">isi.sosa@dorset.nhs.uk</a>	01305 213644



NHS Dorset	Adult & Children's Safeguarding Lead GP	Dr Sam Abdollahian	<a href="mailto:sam.abdollahian@nhsdorset.nhs.uk">sam.abdollahian@nhsdorset.nhs.uk</a>	01305 213644
Dorset Healthcare	Professional Lead for Safeguarding	Alison Clark	<a href="mailto:Alison.clark45@nhs.net">Alison.clark45@nhs.net</a>	01305 361465
UHD	Head of Safeguarding	Philippa Knight	<a href="mailto:Philippa.Knight@uhd.nhs.uk">Philippa.Knight@uhd.nhs.uk</a>	0300 019 4235
	Named Midwife for Safeguarding	Kerry Medina	<a href="mailto:Kerry.Medina@uhd.nhs.uk">Kerry.Medina@uhd.nhs.uk</a>	0300 019 2155
Dorset County Hospital	Named Nurse for Safeguarding	Sarah Cake	<a href="mailto:sarah.cake@dchft.nhs.uk">sarah.cake@dchft.nhs.uk</a>	01305 255740 (main switchboard)
	Named Midwife for Safeguarding	Katrina Cunningham	<a href="mailto:katrina.cunningham@dchft.nhs.uk">katrina.cunningham@dchft.nhs.uk</a>	01305 254267
Poole Hospital	Named Nurse for Safeguarding	Lynne Lourence	<a href="mailto:lynne.lourence@poole.nhs.uk">lynne.lourence@poole.nhs.uk</a>	0300 019 8275/5574
	Named Midwife for Safeguarding	Karey Pitkin	<a href="mailto:Karey.Pitkin@poole.nhs.uk">Karey.Pitkin@poole.nhs.uk</a>	01202 442319
West Dorset	Paediatrician	Ask for pediatric consultant or specialist registrar on-call for safeguarding	Normal working hours: 01305 254748 Out of hours: 01305 251150 bleep 523	
East Dorset, Poole and	Paediatrician	Ask for pediatric	Normal working hours: 01202 448312	



Bournemouth		consultant on-call for safeguardin g	Out of hours: 01202 665511
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Dorset Police		
Team/Function	e-mail	Telephone
Emergency (child in immediate need of protection)	n/a	999
Non-emergency number	n/a	101
Safeguarding referral unit	<a href="mailto:mash@dorset.pnn.police.uk">mash@dorset.pnn.police.uk</a>	01202 123334