



SENSE INCLUSION

COACHING - CREATIVE THERAPIES - ALTERNATIVE PROVISION

Safeguarding Policy & Procedures 2024-25

Version Number	Written by:	Approval date	Review date
5	L and J Slaterpartridge	10/10/2021 Reviewed Oct 22 Reviewed Oct 23 Reviewed Oct 24	Review 31.10.25

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Section 1: Introduction

The directors and employees of Sense Inclusion C.I.C. regard each person we support as a unique individual and therefore seek to support all our clients in ways which will foster security, confidence and independence.

We recognise that high self-esteem, tailored support, a secure environment and clear lines of communication with trusted adults helps all children, young people and adults, particularly those at risk or suffering abuse. These are regarded as central to the wellbeing of the individual and are therefore seen to be an intrinsic part of all the work carried out by Sense Inclusion C.I.C.

As an organisation, we are committed to safeguarding, to creating a culture of vigilance and maintaining a safe and secure environment for all our clients and we will ensure that action is taken to support them if abuse is suspected.

1.2 The aim of this policy is to:

- Promote safeguarding and child protection and to provide information about how we work to keep our clients safe
- Ensure that all staff are aware of and clearly understand their statutory safeguarding responsibilities
- Provide all members of staff with the information required to meet their safeguarding duty and protect young people from harm
- Provide stakeholders with clear information relating to the provisions safeguarding and young person protection procedures
- Ensure that we are protecting young people from maltreatment or harm.

1.3 Legislation and Guidance

In order to safeguard and promote the welfare of children, young people and vulnerable adults, Sense Inclusion C.I.C. will act in accordance with the following legislation and guidance:

- Children Acts 1989 and 2004
- Working Together to Safeguard Children 2023
- Safeguarding Vulnerable Groups Act 2006
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers May 2024
- Keeping Children Safe in Education 2024

These procedures will be used in conjunction with Isle of Wight Safeguarding children partnership procedures

[Isle of Wight Safeguarding Children Partnership : Isle of Wight Safeguarding Children Partnership \(iowscp.org.uk\)](http://iowscp.org.uk)

1.4 Equality & Diversity

Sense Inclusion C.I.C. recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, clients or stakeholders on the grounds of any protected characteristics.

1.5 Review

Sense Inclusion C.I.C will keep its policy and procedures under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and duties with regard to the safety and well-being of children and vulnerable adults.

Section 2: Definitions

For the purpose of this policy, Children are classed as anyone below the age of 18.

2.1 In line with Working Together to Safeguard Children (2023), Safeguarding and promoting the welfare of children is defined, for the purposes of this guidance, as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- 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.

2.2 Safeguarding and promoting the welfare of young people is also defined in Keeping Young Children Safe in Education (KCSIE) 2024 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.

For the purposes of this policy, the term 'safeguarding' refers to everything that our provision does to keep young people safe and promote their welfare, including (but not limited to):

- Supporting student's health, safety and well-being, including their mental health and wellbeing.
- Meeting the needs of students with special educational needs and/or disabilities (SEND) including:
- Meeting the needs of young people with medical conditions.

- Providing first aid.
- Educational visits.
- Emotional well-being.
- Online safety and associated issues.
- Keeping young people safe from risks, harm and exploitation

2.3. Child protection

Child protection is part of safeguarding and refers to activities undertaken to prevent young people suffering, or being likely to suffer, significant harm. Please see our child protection policy for further information.

2.4 Abuse

Abuse is a form of maltreatment of a young person and may involve inflicting harm or failing to act to prevent harm. It can be perpetrated by an adult or adults known or unknown to a young person, or a young person or young people known or unknown to the young person. It can happen in person or online. Where abuse is perpetrated by another young person, it is known as 'child on child' or 'child on child' abuse. Please see our separate child on child abuse policy.

2.5 Domestic abuse

Domestic abuse can be psychological, physical, sexual, financial, or emotional. It can impact on young people through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

2.6 Neglect

Neglect is a form of abuse and is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development.

*Please see Appendix C for more information of the different types of abuse.

Section 3: Legislation and Statutory guidance

Sense Inclusion adheres to all relevant safeguarding legislation, statutory guidance and guidance from the Local Safeguarding Children Partnership.

This includes Statutory Guidance:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- Multi-agency statutory guidance on female genital mutilation (July 2020) Legislation
- The Children Act 1989 and The Children Act 2004
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- The Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006

- Counter-Terrorism and Security Act 2015 (and the Prevent Duty guidance)
- The Education Act 2002
- The Provision Staffing (England) Regulations 2009
- Part 3 of the schedule to the Education (Independent Provision Standards) Regulations 2014
- The Equality Act (2010)

3.1 Prevent

Within our support environment, any client (child or adult) in danger of radicalisation or demonstrating extremist tendencies (violent or non-violent) is deemed to be vulnerable and appropriate support will be sought under the PREVENT strategy. All staff will be required to complete this training.

<https://www.iow.gov.uk/azservices/documents/1826-Prevent-leaflet-v1.pdf>

3.2 Protection of Children and vulnerable adults

This Policy focuses on the protection of Children and Vulnerable Adults. This document covers the procedure for dealing with suspicions or allegations of abuse. It outlines in more detail the actions required to protect the clients within our service.

This Safeguarding Policy and Procedures should be read in conjunction with Sense Inclusion C.I. C's other policies and procedures.

3.3. Safeguarding Vulnerable Groups Act

The Safeguarding Vulnerable Groups Act 2006 defines a 'vulnerable adult' as a person aged 18 and over and:

- Receiving a social care service
- Receiving a health service
- Living in sheltered accommodation
- Detained in custody or under a probation order
- Requiring assistance in the conducting of his/her affairs
- Receiving a service or participating in an activity targeted at older people with disabilities or with physical or mental health conditions; or
- OR any adult whose circumstances make them vulnerable at a specific time.

3.4 Disclosure & Barring Service

The Police Act 1997 (Enhanced Criminal Record Certificates) (Protection of Vulnerable Adults) Regulations 2013 require employers to carry out Disclosure and Barring Service checks before employees are allowed to come into contact with vulnerable adults.

Sense Inclusion C.I.C. is required under this legislation to apply for an enhanced check from the Disclosure and Barring Service (DBS) for all staff and self-employed associates working with clients. It is therefore the policy of Sense Inclusion C.I.C. that anyone who works directly or indirectly for the company will be required to show a valid DBS enhanced check.

3.5 Use of Self-employed Associates

3.5 Where an associate is self-employed, the DSL will ask for confirmation of valid enhanced DBS check or obtain a DBS check on behalf of Sense Inclusion C.I.C.

Section 4: Safeguarding commitment

Sense Inclusion C.I.C will:

1. Take all appropriate actions to address concerns about the welfare of children and vulnerable adults.
2. Work in line with local policies and procedures in partnership with other local agencies, particularly the Isle of Wight safeguarding children partnership and thresholds charts.
3. Plan, implement, monitor and review policies and procedures to ensure that all is being done to provide a safe environment for children and vulnerable adults.
4. Take a preventative approach to protecting children and vulnerable adults from potential harm, damage, radicalisation or being drawn into terrorism (violent and non-violent extremism); and take all reasonable measures to ensure that risks of harm to children and vulnerable adult's welfare is minimised as appropriate by:
 - a. Assessing Risk
 - b. Health, Safety and lone working procedures
 - c. Staff selection, recruitment, induction, supervision and training
 - d. Establish and maintain an environment where staff feel safe, are encouraged to talk and are listened to when they have concerns about the safety of a child or vulnerable adult.
 - e. Reacting to and reporting abuse.

Section 5: Safeguarding in practice

5.1 The board of directors will ensure that:

1. There is a designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL) who will ensure all concerns are managed and if necessary, reported in accordance with Sense Inclusion C.I. C's safeguarding reporting flow chart (Appendix B).
2. All staff, including associates, have a collective and individual duty of care to ensure that they fulfil their responsibilities to prevent the abuse of children and vulnerable adults in line with this policy.
3. All staff, including associates, refer any abuse discovered or suspected to the DSL / DDSL.
4. A thorough assessment of needs and risk assessments is carried out all prior to working with any clients. At all times, Sense Inclusion C.I.C. should be actively considering the risks

posed to their clients and staff and put adequate measures in place to protect them and keep them safe.

5.2 Safer recruitment

Sense inclusion C.I.C. will ensure it operates safe recruitment procedures and ensures that all appropriate checks are carried out on new staff including volunteers and self-employed contractors who will work or come into contact with children, ensuring compliance with the statutory requirements. Please see child protection policy for further details.

5.3 Availability

The Safeguarding Policy and Procedure will be made available to all parents/carers and stakeholders on request.

5.4 Review and Monitoring

The Safeguarding Policy is reviewed annually and updated as and when required.

5.5 Nominated Safeguarding leads

Sense Inclusion C.I.C. will have nominated safeguarding leads (DSL / DDSL) who will act as a first point of contact for other staff / contractors / associates on safeguarding issues and will be responsible for co-ordinating action within Sense Inclusion C.I.C. which will include liaising with other agencies; contributing to a coordinated approach to safeguarding by developing effective liaison with other agencies and support services.

5.6 Acting on concerns

Sense Inclusion C.I.C. recognises that it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem.

This will include procedures to be followed if a member of staff is accused of abuse. All cases relating to any allegation of abuse from a member of staff will be referred to the LADO as per our child protection policy.

5.7 Staff Training

All staff working directly with children and vulnerable adults will undergo appropriate training and development.

Due to the nature of our work, it is the policy of Sense Inclusion C.I.C. that all staff will complete Level 3 Working together to safeguard children training within 6 months of joining us.

All staff will be kept up to date by refresher training every 3 years.

There will be regular updates provided as required and updated policies will be shared with all staff and safeguarding will be on the agenda at all staff meetings.

5.8 Records

Accurate records of safeguarding concerns and all incidents will be kept and maintained in a secure online file. A copy of our safeguarding concerns form can be found in Appendix C.

Section 6: Designated Safeguarding Lead (DSL)

The designated senior member of staff with lead responsibility for child/vulnerable adult protection issues (DSL) is the Service Director of Sense Inclusion C.I.C. The Deputy Designated Safeguarding Lead (DDSL) is the Director of Therapeutic Services. These persons are members of the board of directors and have key duties to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and young people, and the promotion of a safe environment for the children, young people and adults.

1. Both the DSL and DDSL will receive training in child/vulnerable adult protection issues and inter-agency working, as required by the Local Safeguarding Partners. This will include Working Together to Safeguarding Children Level 3 and Managing Safeguarding Responsibilities. This training will be refreshed every 3 years
2. The DSL / DDSL will liaise with the Children and Young People's Services Department of the Local Authority, the Local Safeguarding Partners, schools and other appropriate agencies in relation to referrals. They will also make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
3. The DSL / DDSL will follow the local authority procedures in relation to cases reporting safeguarding concerns.
4. The DSL / DDSL will follow the local authority procedures of allegations against members of staff: www.iowscp.org.uk/managing-allegations-against-staff

Section 7: Children on school role

7.1 Where a child accesses Alternative Provision as part of a part-time school timetable, the named school should refer to KCSIE guidance which states *"Where a school places a pupil with an alternative provision provider, **the school continues to be responsible for the safeguarding of that pupil** and should be satisfied that the provider meets the needs of the pupil."*

To assist schools with their safeguarding responsibilities, we encourage site safeguarding / compliance checks and will provide schools with our compliance checklist along with the following information, prior to children starting sessions with us:

- Insurance documentation
- Policies
- Staff safeguarding certificates
- Evidence of DBS checks

- Safer recruitment information
- Recording and reporting processes
- Health & Safety policies
- Risk assessments

We will ensure we hold a key school contact (such as head teacher or SENCO) for each child and report any safeguarding concerns immediately.

7.2 Where a child is 'Educated Other than At School'. It is the Local Authority who takes on the lead responsibility for the safeguarding of that pupil. In such case, we will communicate any safeguarding concerns directly to their case worker.

On some occasions it may be more appropriate for us to refer safeguarding concerns directly ourselves via the Inter-agency referral form. In such cases, we will always inform whoever takes lead responsibility for that child.

7.3 Quality Assurance

We are committed to ensuring we are operating to the highest standards and latest guidance. As such, we comply with annual quality assurance visits from the local authority and schools who assess us to ensure we meet the standards required.

Section 8: Information Sharing

8.1 GDPR

In line with the principles set out in 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018), Sense Inclusion C.I.C. recognises that:

1. The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. To effectively share information staff should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role.
2. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal. Where staff need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.
3. Information can be shared legally without consent, if the staff member is unable to, or cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

4. Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

Section 9: Safe working practices

1. All staff and associates working directly with any client will undergo an enhanced DBS check and will have a prior experience of supporting vulnerable clients.
2. All staff are required to read Keeping Children Safe in Education 2024 and sign to confirm they have read this guidance.
3. All staff are required to complete Level 3 Safeguarding training within 6 months of their start date.
4. Staff members, associates and volunteers will avoid working alone in the premises with a vulnerable client and all attempts to avoid lone working will be made in the first instance. Please refer to the lone working policy for more information.
5. If lone working with a child under the age of 18 is unavoidable, a parent / carer or support worker will be asked to stay in the waiting area for the duration of the session.
6. Any form of lone working will require an individual risk assessment to be carried out and this must be signed off by the Service Director before the session can go ahead.
7. Any group sessions taking place off site will require a minimum of 2 members of staff.
8. Risk assessments must be carried out for all activities that take place with clients. Safeguarding considerations and any lone working mitigations should be covered in these assessments.
9. Client files and contact sheets will be kept for each individual we are working with which will include a summary of what was covered in each session. Where sessions involve play therapy the practitioner will input client files onto PTUK's Multi Information System (MIS), Fortuna, and keep clinical process diaries.
10. Any practitioner working in a therapeutic capacity will undertake clinical supervision in line with their professional bodies.
11. Any suspicions of abuse or other safeguarding concerns must be discussed with the DSL or DDSL.

Section 10: Who to report concerns to

1. Designated Safeguarding Lead (DSL)

Lucy Slaterpartridge

lucy@sense-inclusion.org

01983 616967/ 07738597599

2. Deputy Designated Safeguarding Lead (DDSL)

Jools Slaterpartridge

jools@sense-inclusion.org

01983 616967 / 07808473482

Reporting Safeguarding Concerns

1. Adults

Call: 01983 814980

Email: safeguardingconcerns@iow.gov.uk

2. Children

Inter-agency referral form:

[HCC - Inter-agency referral to Children's Services](#)

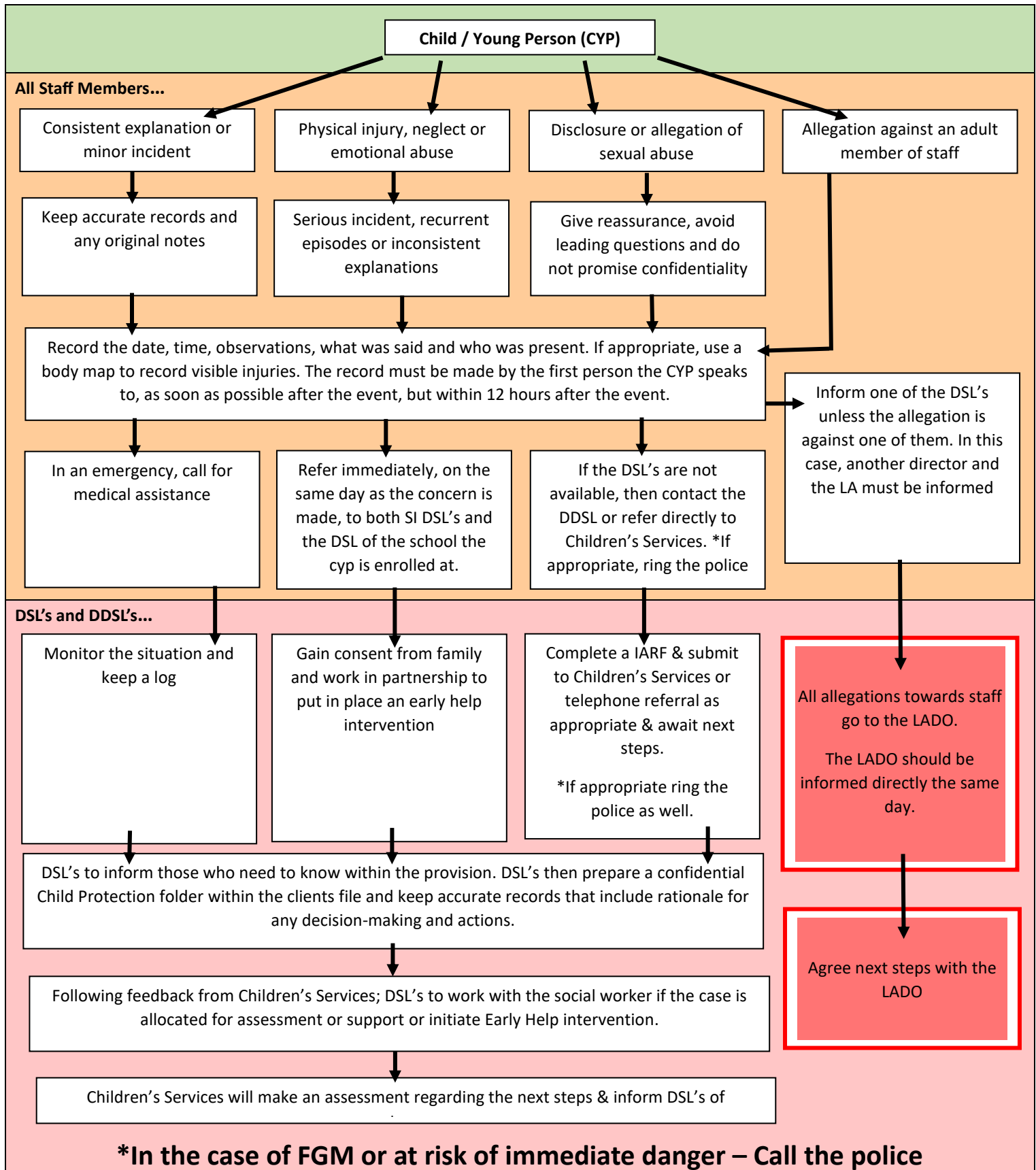
Email: iowcsprofessional@hants.gov.uk

Tel: 0300 300 0901

3. Play / Creative Arts Therapy Clients

Where clients are accessing play therapy, in addition to the above reporting procedures, any concerns will also be recorded on the PTUK's MIS.

Appendix A: Safeguarding flow chart



Appendix B: Concern form



Report of Accident/Incident / near-miss (Including injury & dangerous occurrence)

Accident		Injury		Incident		Near-miss		General Concern		Dog related issue	
----------	--	--------	--	----------	--	-----------	--	-----------------	--	-------------------	--

Date:		Time:		Location:	
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Concern raised by:	
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Personal Details of person involved in accident, incident or near miss.

Name:		Age:	
Address:		Next of kin details:	

Description of Accident / Incident / Near-Miss

Explain in full detail what happened up to and during the event. Include details such as how and why it happened and why the actions leading up to the event were being carried out. Continue on reverse side if needed.

<p>Details - Use reverse if needed:</p>
--

<p>What part of the body was injured / presented a concern (if any add a body concern form)?</p>	
<p>Was first aid needed?</p>	
<p>Did the next of kin need to be called?</p>	
<p>Were they taken to hospital?</p>	

--	--

Who did you pass this Accident/Incident/Near-miss onto?	
---	--

Signed:	
---------	--

This next section is to be filled out by the DSL / DDLS

Action taken following accident / incident / near-miss?

Recommendations made to prevent incident / accident / near miss or incident from happening again: N/A
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Signed (DSL):		Date:	
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Appendix C: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical Abuse

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the young person's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Emotional abuse may involve:

- Conveying to a young person that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
- Not giving the young person opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on young people. These may include interactions that are beyond a young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people.

Sexual Abuse

Sexual abuse involves forcing or enticing a young person or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. Please refer to our child-on-child abuse policy for more information.

The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to

behave in sexually inappropriate ways, or grooming a young person in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people.

Domestic abuse

Domestic abuse (DA) is a safeguarding issues that all staff should be aware of. The KCSIE (2024) guidance makes it clear that domestic abuse:

- Can be psychological, physical, sexual, financial, or emotional
- Can impact on young people through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on young people.

Schools work in partnership with the Local Authority and Police to identify and provide appropriate support to students who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass.

To achieve this, the Local Authority will share police information with the DSL(s) responsible for safeguarding the child, of all domestic incidents where one of our students has been affected. The DSL will provide support according to the young person's needs and update records about their circumstances.

Neglect

Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a young person is born, neglect may involve a parent or guardian failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a young person from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a young person's basic emotional needs.

Female Genital Mutilation (FGM)

Any staff member who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a student under 18 must immediately report this to the police, personally. This is a statutory duty, and staff will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve young people's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under 18 must speak to the DSL and follow our local safeguarding procedures. Staff should not examine a student if FGM is suspected but must refer them to the relevant body.

Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Radicalisation and extremism

Sense Inclusion C.I.C. are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. In the event that concerns are raised relating to radicalisation and extremism, the DSL should be informed immediately.

Child on child abuse

Sense Inclusion C.I.C. takes all reports and concerns about child-on-child abuse, including child on child sexual violence and harassment, very seriously. This includes any reports or concerns that have occurred outside of our provision, or online.

In order to ensure that our policy on child-on-child abuse is well-promoted, easily understood and accessible, we have a separate policy.

Mental Health

Mental health difficulties can in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a young person may be experiencing (or be at risk of developing) mental health difficulties. Where young people have suffered abuse and neglect, or other potentially traumatic adverse young personhood experiences, this can have a lasting impact throughout young personhood, adolescence and into adulthood.

It is key that staff are aware of how these young people's experiences, can impact on their mental health, behaviour and ability to learn. If staff have a mental health concern about a young person we will respond to the concern, inform and discuss our concerns with parents/guardians and seek ways to support the young person in and out of our provision.

If you have a mental health concern about a young person that is also a safeguarding concern, take immediate action.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action. Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, Sense Inclusion C.I.C. will provide information and signposting services where needed.

Given the therapeutic nature of Sense Inclusion C.I.C. we can offer some of the treatments available within CAHMS. Refer to the Department for Education guidance on mental health and behaviour in provisions for more information.

Appendix D: IT use and Online safety

We recognise the importance of safeguarding young people from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Sense Inclusion C.I.C. will:

- Have robust processes in place to ensure the online safety of learners, staff, and volunteers including having appropriate settings and age restrictions in place on all devices.
- Educate and protect the whole Sense Inclusion C.I.C. community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Have clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 key categories of risk:

1. Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
2. Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as young people or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
3. Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi nudes and/or pornography), sharing other explicit images and online bullying
4. Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate clients about online safety as part of our support. For example: the safe use of social media, the internet and technology.
- Educate our clients and staff on how to recognise unacceptable behaviour online.
- Educate and train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.
- Ensure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras
- Staff are allowed to bring their personal phones to provision but will limit such use to non-contact time when learners are not present.
- Put in place robust filtering and monitoring systems to limit young people's exposure to the 4 key categories of risk (described above) from the provision's IT systems.

Appendix E: Further Safeguarding Information

Young people missing from education

A young person going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or young person criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a young person may become missing from education, but some young people are particularly at risk.

These include young people who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend alternative provisions or their mainstream school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

We will always follow up with parents/ guardians when students are not at provision. This means we need to have at least two, up to date, contacts for parents/ guardians.

Parents/ guardians should remember to update staff at Sense Inclusion as soon as possible where these contact details change.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a young person is suffering from harm or neglect, we will follow local young person protection procedures, including with respect to making reasonable enquiries.

We will make an immediate referral to the local authority young people's social care team, and the police, if the young person is suffering or likely to suffer from harm, or in immediate danger.

Young person criminal exploitation

Young person criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a young person into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and young people or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online.

Some specific forms of CCE can include young people being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Young person sexual exploitation

Young person sexual exploitation (CSE) is a form of young person sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

If a member of staff suspects a young person is involved in or at risk of serious violent crime, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures and contact the police, if appropriate.