

Child Protection Policy and Procedures for TLG Reading

(Written to comply with DfE statutory guidance – Keeping children safe in education, September 2018)

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1. Introduction

The TLG Centre and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

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

- **protecting children from maltreatment;**
- **preventing impairment of children’s health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care;**
- **and taking action to enable all children to have the best outcomes.**

This Child Protection Policy is for all staff, parents, management committee, volunteers and the wider school and TLG community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff code of conduct, E-Safety Policy, Behaviour Policy, Anti-bullying Policy Absconders and children missing from education or home Policy, Selection and recruitment Policy, Allegations against staff Policy, Health and safety Policy, H&S on trips and visits. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2018).

Throughout this policy, reference is made to *children and young people*. These terms include *everyone under the age of 18*.

Wherever reference is made to *staff*, this includes *all TLG staff and volunteers*.

2. Roles and responsibilities

2.1 All staff

All staff must read 'Keeping Children Safe in Education – Part 1 and Annex A' (DfE 2018).

All staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify concerns and act immediately. They should be prepared to provide help, including extra internal day-to-day support, 'early help', or referral to local statutory services. Staff should expect to support social workers and other agencies following any referral.

As set out in the flowchart for child protection concerns (section 4.2), staff should initially discuss any concerns with the centre-based Designated Safeguarding Lead (DSL) or deputy, but in their absence action must not be delayed. **Any staff member** who has a concern about a child's welfare can make a direct referral to children's social care and can also seek advice from the Centre Support Manager or TLG Safeguarding Lead.

2.2 Centre-based Designated Safeguarding Lead (DSL) – Rachel Owen

The DSL is the Head Teacher or a member of Senior Staff. They take lead responsibility for managing child protection referrals (including to Children's Social Care, the Police and Channel), safeguarding training and raising awareness of all child protection policies and procedures in their Centre. They do this with support from the Education Centre Development Team.

- They ensure that everyone in school (including staff, volunteers, sessional workers and other adults) is aware of these procedures and that they are followed at all times.
- They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Children's Social Care are made in accordance with current local procedures. They liaise with safeguarding partners and work with other agencies as required.
- When children leave the TLG Centre, they ensure their 'Concerns' records are transferred to their returning or new school/college as soon as possible. Secure transit should be used and confirmation of receipt should be obtained.

A DSL must be available for any out-of-hours activities. For residentials, there must be a DSL present, although it may be one from another TLG Centre.

2.3 Deputy DSL – Classroom Teacher (subject to appointment)

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

The activities of the DSL can be delegated to appropriately trained deputies, however the lead responsibility for safeguarding and child protection remains with the DSL. This responsibility cannot be delegated.

2.4 Proprietor, Management Committee and Senior Education Centre Development (ECD) Team

The Proprietor, Managers and ECD Team ensure that the policies, procedures and training in the TLG Centre are effective and comply with the law at all times.

- They ensure that all required policies relating to safeguarding and child protection are in place and effective, reflect statutory and locally agreed guidance, advice and procedures and are reviewed at least annually. They ensure that the required policies are provided to parents and available on the

Centre's website. They ensure that they are provided to new staff at induction through the Safeguarding Handbook and are subsequently followed by all staff.

- They ensure that there is a named designated safeguarding lead (DSL) and deputy safeguarding lead in place and provide support and accountability in their handling of concerns through the online Lighthouse system. They ensure the TLG Centre contributes to inter-agency working, in line with statutory and local guidance. They ensure that information is shared and stored appropriately and in accordance with statutory requirements.
- They ensure that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated.
- They ensure that pupils are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our pupils will be taught how to keep themselves safe through teaching and learning opportunities, particularly within the PSHE and ICT curriculum.
- The proprietor, managers and ECD Team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check all adults working with children and has recruitment and selection procedures in place for both staff and volunteers (see the TLG Selection and Recruitment Policy and Volunteer Recruitment Process for further information). It ensures that visitors are appropriately supervised in school. There are procedures in place to handle allegations against any members of staff and volunteers and any such allegations are referred to the Local Authority Designated Officer (LADO). Any person in regulated activity that has been dismissed, removed or resigned due to safeguarding concerns is referred to the Disclosure and Barring Service (DBS).

2.5 Senior Level Responsibility for Leadership of Safeguarding at TLG

The person with Lead Responsibility for Safeguarding across TLG as an organisation, is Helen Laws. This person is a senior manager within the ECD Team and reports quarterly to TLG's safeguarding trustee. They have an appropriate level of training for this role, which is regularly updated.

The person named above has a responsibility across the whole organisation for raising awareness with staff around issues relating to the welfare of children and young people, and the promotion of a safe environment for the children and young people learning within TLG. They have oversight of all concerns raised and actions taken, providing an additional layer of accountability and support for centre-based DSLs and CSMs.

2.6 Centre Support Managers

CSM's line-manage the Head Teacher and are part of the school's management committee. The CSM is trained as a DSL and has a senior level of oversight of all concerns raised. They are able to provide support and accountability to the centre-based DSL and deputy in dealing with safeguarding concerns.

3. Recognising signs and symptoms of abuse

Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child.

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.”

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

3.1 Specific safeguarding issues

National safeguarding issues

Annex A of DfE guidance, Keeping Children Safe in Education (2018)¹ contains important information about specific forms of abuse and safeguarding issues. All staff and volunteers should read this annex and use the links to obtain further information and help gain the relevant skills and knowledge to safeguard our children. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on these and other specific safeguarding issues.

Local safeguarding issues

Specific safeguarding issues that are particularly common in Reading include: Neglect, Domestic Abuse, Physical Abuse, Children going missing, CSE, County Lines and FGM. Reading Safeguarding Children Board annual report² gives an insight into the local context and what are the priority areas. The Reading Safeguarding Children Board website³ provide links to the key priorities and campaigns, to local multi-agency safeguarding guidance, a news feed and a document library containing current leaflets, assessment tools and templates.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the Centre and/or can occur between children outside the Centre. All staff, but especially the designated safeguarding lead (and deputies) 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. Children’s social care assessments should consider such factors so it is important that TLG provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

¹ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

² <http://www.readinglscb.org.uk/about-lscb/readinglscb-annual-report/>

³ <http://www.readinglscb.org.uk/>

Peer on peer abuse

TLG may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. TLG recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include:

- 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); and
- initiation/hazing type violence and rituals.

Abuse of this kind should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators).

Any incidents of peer on peer abuse will be dealt with in line with our Behaviour policy, which outlines the actions that may be taken in response to such behaviour. All incidents of peer on peer abuse should also be recorded as safeguarding concerns for the victim and perpetrator and any other child affected (whenever they are TLG students), ensuring that all individuals receive the support they need in addressing the issue.

Sexual violence and sexual harassment between peers

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

When dealing with any such incidents, please refer to TLG’s Sexual violence or harassment between peers Policy.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of TLG’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. TLG staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Contact details for the local Channel scheme can be found in Appendix A.

From 1 July 2015 the TLG Centre has been subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the *Prevent* duty.⁴ The TLG Centre uses the revised Prevent Guidance along with DfE advice for schools⁵ to inform procedures to ensure the requirements are met in each of the four general themes (risk assessment, working in partnership, staff training and IT policies).

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

If any member of staff discovers that FGM appears to have been carried out on a girl under the age of 18 (either through disclosure or visual evidence – although it will be rare for teachers to see visual evidence as they should NOT be examining students), they **must personally report this to the police**, in addition to discussing the case with their DSL and involving children's social care.

The duty does not apply in relation to girls over the age of 18 or to at risk or suspected cases, in which staff should follow local safeguarding procedures.

3.2 Groups of students particularly at risk

Most students attending TLG can be described as vulnerable, due to a range of factors that have contributed to, or come about as a result of them struggling in mainstream schools. Because of this, staff must be particularly vigilant in recognising and responding to potential indicators of abuse in all students. Staff should exercise professional curiosity whenever there are changes in behaviour or circumstances come to light that, although innocent in appearance, could be indicators of safeguarding issues below the surface. All concerns, however small or unsubstantiated, should be logged on Lighthouse under 'Concerns'.

Children with special educational needs and disabilities

In addition, our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

⁴ Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("[the revised Prevent duty guidance](#)"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools.

⁵ [The Prevent duty – departmental advice for schools and childcare providers, June 2015](#)

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication barriers and difficulties in overcoming these barriers

Looked After children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. It is vital that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children missing from education

TLG recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education including reporting the absence to the referring school or agency. TLG's Absconders and children missing from education, home or care Policy gives further details of the procedures and duties for dealing with this issue.

4. Child Protection procedures

All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

When worrying changes are observed in a child's behaviour, physical condition or appearance; or a child tells a member of staff about possible abuse, staff will:

- Initially talk to the child/young person about what they are observing.
- Ask open questions, for example, "I've noticed that you don't appear yourself today - is everything okay?", but never use leading questions.
- Listen carefully to what the young person has to say and take it seriously.
- Never investigate or take sole responsibility for a situation where a child/young person makes a disclosure.
- Always explain to children and young people that any information they have given will be handled with an appropriate level of confidentiality but will have to be shared with certain other professionals.

4.1 How do I decide what action to take?

If the child is in immediate danger or risk of harm, staff MUST refer to children's social care and where appropriate, report to the police immediately.

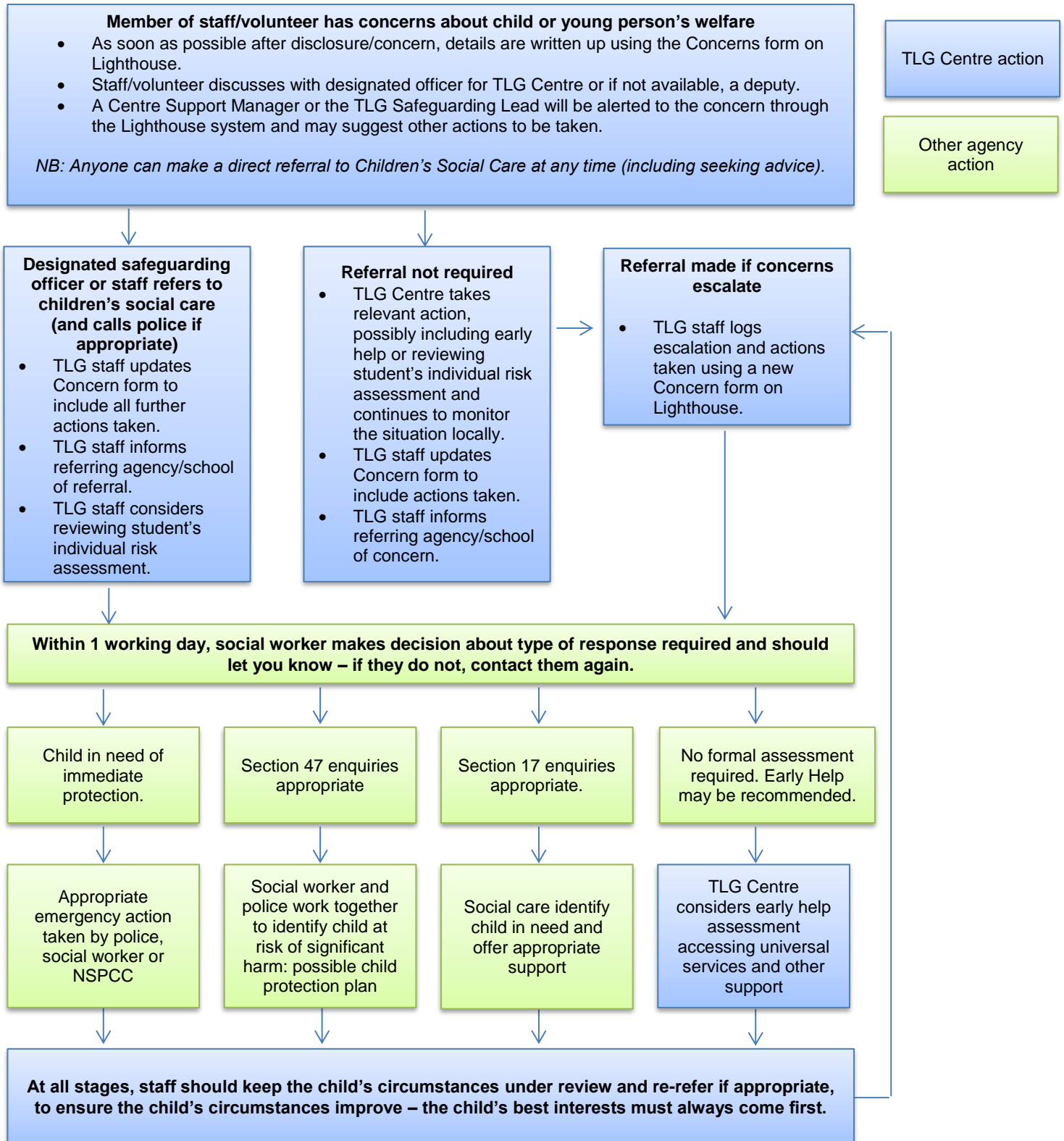
If the child is not in immediate danger or risk of harm, staff can:

- Seek advice from the centre-based DSL, deputy, Centre Support Manager or TLG SG Lead.
- Refer to local thresholds for referrals and early help, provided by the local authority. Thresholds from Reading can be found in the [Thresholds Criteria documents](#). Thresholds from West Berkshire LSCB can be found in the [Threshold Criteria for Children's Services document](#). Thresholds from Bracknell LSCB can be found in the [BF LSCB thresholds \(BFLSCB, 2016\)](#).
- Contact the local Service Desk to obtain advice.

Local procedures for making referrals to Children's Social Care in Reading can be found on the [Worried about a child section of the LSCB website](#); in West Berkshire can be found on the [Reporting Concerns section of the LSCB website](#) and in Bracknell can be found on the [Reporting Concerns section of their LSCB website](#).

All relevant contact details are detailed in Appendix A of this policy.

4.2 Flowchart for child protection concerns



4.3 The child's wishes

Where there is a safeguarding concern, staff should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Pupils must be given opportunities to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

4.4 Early Help

If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. The case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

4.5 Multi-agency working

TLG staff have a pivotal role to play in multi-agency safeguarding arrangements. Staff should contribute fully to multi-agency working in line with statutory guidance Working Together to Safeguard Children⁶. All staff should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Local safeguarding children's boards are now transitioning into new systems of multi-agency arrangements. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. They are required to publish new local arrangements by 29th June 2019. Until the new arrangements are in place, TLG staff should continue to work with the local SCB.

4.6 Escalating when information or action is not forthcoming

Staff should follow up with Children's Social Care if they do not inform you within one working day, of the course of action they are taking. If you are not satisfied with this decision, or if after a referral the child's situation does not appear to be improving, the DSL (or the person that made the referral) should follow local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. This action should be logged on the Concern form on Lighthouse.

TLG's Safeguarding Lead can support and advise with this process.

⁶ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

5. Recording, reporting and managing confidential information

5.1 Lighthouse Concerns Form

Completing the form

The person who receives an allegation or disclosure, or has a concern, should complete a **Concern** form on **Lighthouse**. All concerns, discussions and decisions, actions and the reasons for those decisions and actions taken should be recorded in full, including full names, dates, times and locations. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

If a referral has been made to Children's Social Care, staff should note down the name and contact number of the Social Worker receiving the referral. Copies of the referral documents should be uploaded to the Concern form.

Any other or subsequent documents relating to the concern should also be uploaded in order that all documentation relating to that concern are kept securely in the same place.

If third party organisations / agencies / partners, including the referring school agree to certain actions, these should be noted on the Concerns form in order that TLG staff can check these actions have been completed and record and consider the outcome.

Review dates

If the issue is un-resolved, or there are incomplete actions relating to a concern, a review date should be set which reflects the shortest timescale within which progress against the case/actions can be further evaluated and recorded or updated. Lighthouse will send a reminder email to all staff concerned when a review is due and staff are expected to review all cases in line with these dates.

Updating the Concern form

Staff should update the initial concern form to reflect all further information that comes to light or actions taken in relation to the initial concern raised. When viewing a concern, Lighthouse displays the most recent version of what has been logged, whilst maintaining a version history of all previous entries made, so as not to overwrite any information that later may be required in an investigation or in court.

Notifications to DSL and senior leadership

Whenever a form is first submitted or updated, Lighthouse will send an automated email notification to all those with DSL responsibility for the Centre where the concern has been raised, including the team of Centre Support Managers and the TLG Safeguarding Lead. This allows senior leaders to quickly assess whether the actions taken by Centre staff and the Centre-based DSL are sufficient and to provide further advice and guidance and support where needed.

Logging subsequent concerns

Once a concern has been marked as 'resolved', if a subsequent concern with either a similar or different nature comes to light, a new Concern form should be used to log that concern. Lighthouse will display all concerns relating to one child alongside each other, in order that staff can easily spot and respond to any emerging patterns.

5.2 Information sharing and reporting

Information relating to child protection concerns needs to be shared if TLG considers that a child is at risk of abuse and/or harm. At such time this information will be shared with appropriate agencies, such as the

Children's Service and/or the police. Names and contact details for making referrals and reports to relevant agencies and authorities are listed in Appendix A.

Staff should follow local processes and use local referral forms when making referrals or reports to Children's services, Channel, the Police etc.. Local procedures for making referrals to Children's Social Care in Reading can be found on the [Worried about a child section of the LSCB website](#); in West Berkshire can be found on the [Reporting Concerns section of the LSCB website](#) and in Bracknell can be found on the [Reporting Concerns section of their LSCB website](#).

Transfer of child protection records to school

When a student returns to their referring school or moves onto another school or provision, the DSL is responsible for ensuring that their 'Concerns' records are transferred securely to the DSL at the new establishment. This can be done using the PDF function on the Concerns tab. If sent electronically, the PDF must be sent to a named individual's school email address and not to a generic mailbox (e.g. info@schoolname) with password protection on the attachment. Alternatively, the records can be printed, marked as confidential, securely delivered and signed for by the DSL at the returning school.

5.3 Managing confidentiality

TLG is committed to managing confidential information safely. TLG recognises that all children and young people have a right to confidentiality. Specific information relating to safeguarding concerns will only be shared with other staff on a 'need to know' basis. Unless specified by the staff recording the concern (e.g. in the case of an allegation being made against a member of staff to whom records would normally be visible to), the details of any Concerns forms on Lighthouse are only visible to the member of staff who recorded the concern, DSLs within the Centre and in Centre Support, and TLG's Safeguarding Lead. Any remaining additional paper-based records relating to Child Protection will be stored in a locked cabinet, and marked as confidential.

Retention of child protection information

Child protection files (i.e. Concerns logs and any additional/separate paper-based information) should be kept until the pupil is 25 years old. For children who are Looked After, information should be kept until they are 75 years old.

Within this time, information relating to concerns must not be removed from the Lighthouse system, in order that it could be provided if a case were to go to an inquiry. If/when the Lighthouse system is replaced, all safeguarding records must be extracted for secure archiving or transferred to a new system.

Organisations have a duty to keep any records that could be needed by an official inquiry. Centres should seek legal advice about how long to retain such records. If there are legal reasons why information needs to be kept for longer, files must be clearly marked with the reasons for the extension period.

6. Allegations of abuse made against staff

Full details can be found in the TLG policy – Safeguarding: Dealing with allegations against staff.

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. It also applies to Proprietors and management committee members who may not be employees of the school. The word “staff” is used for ease of description.

These procedures should be used in respect of all cases in which it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

These procedures relate to members of staff who are currently working at TLG regardless of whether the TLG Centre is where the alleged abuse took place. Allegations against former staff should be referred to the police.

Staff and volunteers can also raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime. These concerns should be raised in the first instance with the Head Teacher or if appropriate, the Centre Support Manager. TLG’s Whistleblowing Policy outlines the procedures that should take place where such concerns exist.

6.1 Confidentiality

It is extremely important that when an allegation is made, the TLG Centre makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.⁷

6.2 Receiving an allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in section 4. In addition, the following should also take place:

- The worker must ensure that the child is safe and away from the person against whom the allegation is made.
- The allegation is then to be reported immediately to the designated officer/named person (Head Teacher) unless this is the person against whom the allegation is made, in which case the report should be made to the Centre Support Manager who is part of the Management Committee for the Centre. From here, this person shall be referred to as the ‘case manager’.
- The case manager will immediately contact the Local Authority Designated Officer (LADO) who will advise and agree a course of action from there. Outside of working hours the Emergency Duty Team can give advice. In the event of an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may want to involve the police.

⁷ The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation).

- Using the Concerns form on Lighthouse, the individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The case manager can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social care.

From here, please refer to the full details of the procedure given in the TLG policy – Safeguarding: Dealing with allegations against staff.

7. Training

7.1 Induction

All new staff will undertake a **safeguarding induction**, during which they will carry out online initial safeguarding training (e.g. Level 2 Awareness of Child Abuse and Neglect and Channel General Awareness, or Safeguarding – the Designated Person and WRAP) and will take part in face-to-face training that sets out the specific policies, procedures, safeguarding personnel and recording systems in place at their TLG Centre (e.g. Safeguarding and a TLG Context).

All new staff will be provided with, and asked to read a copy of the **TLG Safeguarding Handbook**, which contains DfE statutory guidance the key TLG safeguarding policies (KCSIE – Part 1 2018; CP Policy; Staff Code of Conduct; E-Safety Policy and Acceptable Use Agreements; Behaviour Policy; Absconders and Children missing from Education, Home or Care; Whistleblowing Policy.)

7.2 Ongoing training

Designated Safeguarding Leads will **update their DSL training every two years** and in addition, will carry out **regular training and safeguarding updates** (e.g. multi-agency, local board, participation in local events/meetings, e-learning, e-bulletins, web-research, TLG webinars) covering known national and local specific safeguarding issues and procedures (including Early Help) to provide them with the relevant skills and knowledge to fulfil their role and safeguard children effectively. As an absolute minimum, these updates should take place annually, but we would expect them to happen much more frequently, as required.

All other staff will refresh their **basic safeguarding training every 3 years** and in addition, will carry out **regular training and safeguarding updates** (e.g. multi-agency, local board, participation in local events/meetings, e-learning, e-bulletins, web-research, TLG webinars) covering known national and local specific safeguarding issues and procedures (including Early Help) to provide them with the relevant skills and knowledge to safeguard children effectively. As an absolute minimum, these updates should take place annually, but we would expect them to happen much more frequently, as required.

7.3 Training records

Staff must record all training undertaken, including regular safeguarding updates, on Lighthouse and obtain certificates (where available) for inclusion within HR files both at the Centre and TLG HQ.

8. Links to other Safeguarding Policies

TLG has a suite of Safeguarding Policies, covering a range of aspects of safeguarding. These are as follows:

Selection and Recruitment Policy: Sets out arrangements for safe recruitment practices and vetting of staff, management and proprietors.

Volunteer Recruitment Flowchart: Provides Head Teachers with the process they should follow when recruiting volunteers to ensure they are recruited safely and vetted appropriately.

Safeguarding – Staff Code of Conduct: Provides guidance for staff and sets boundaries on maintaining appropriate relationships with pupils.

E-Safety Policy and Acceptable Use Agreements: Sets out arrangements for managing and maintaining safe use of ICT including the Internet.

Absconders and children missing from education or home: Sets out procedures and duties for staff to follow when pupils go missing from the TLG Centre, or are known to be missing from school, home or care.

Sexual violence and sexual harassment between peers Policy: Sets out principles and processes for dealing with reports of sexual violence or harassment between pupils.

Visitors Procedure and Agreement – Provides staff with a safe process for admitting visitors into the TLG Centre.

Dealing with allegations against staff: Sets out the procedures and principles to follow in the event of an allegation against a colleague.

Whistleblowing Policy: Sets out the mechanisms through which staff can report illegal or improper conduct by a colleague.

Safeguarding Children Policy Summary: Provides parents with a summary of key safeguarding information.

This Child Protection Policy is also closely linked to:

Behaviour Policy: Sets out our principles for behaviour management and sanctions

Anti-Bullying Policy: Sets out our approach to bullying.

9. Disseminating/reviewing policies and procedures

The centre-based DSL will report to the Management Committee each term, setting out how the school has discharged its duties with regards to safeguarding children. The Child Protection Policy and other safeguarding policies will be reviewed annually. Any changes/amendments will be shared with staff and where significant changes appear, these must be relayed to parents/carers. Where possible, parents/carers and young people will be involved in the review process.

All staff have an opportunity to contribute to and shape safeguarding arrangements and child protection policy through regular staff meetings and training. The Person with Lead Responsibility is responsible for reporting deficiencies in procedure or policy identified by the LSCB (or others) to the Management Committee at the earliest opportunity.

Where an allegation has been made against a member of staff, TLG's safeguarding lead person should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of TLG's procedures and/or policies and/or which should be drawn to the attention of the LSCB.

Appendix A

Details of staff with particular responsibility for child protection and local contacts

TLG Centre:	Reading
Centre Address:	Empress Road Centre, Empress Road, Calcot, Reading. RG31 4XR

Centre-based Designated Safeguarding Lead (DSL)

Name:	Rachel Owen
Contact details:	0118 9432978, 07494 494 537

Deputy Designated Safeguarding Lead (DSL)

Name:	Classroom Teacher (subject to appointment)
Contact details:	0118 9432978

Centre Support Manager (DSL Trained)

Name:	Deborah Barnett
Contact details:	0203 3930969 / 07803411792

Senior Safeguarding Lead across TLG

Name:	Helen Laws
Contact details:	07852 435 128

To report a child protection concern to children's social care

Name of council:	Reading, West Berkshire Council, Bracknell (depending on where pupil lives)
Contact number during office hours:	Reading: 0118 937 3641 West Berks: Contact Advice Assessment Service (CAAS) 01635 503090 or email child@westberks.gov.uk Bracknell Forest Multi-agency Safeguarding Hub (MASH) - Telephone number 01344 352005 or email MASH@bracknell-forest.gov.uk .
Contact number out of office hours (emergency duty team):	Reading: 01344 786 543 West Berks: Emergency Duty Team (EDT) 01344 786543 or email edt@bracknell-forest.gov.uk Bracknell Emergency Duty Team (5.00pm - 9.00am Mon-Fri, 24 hrs on weekends and bank holidays) 01344 786543

Local Authority Designated Officer LADO (for reporting allegations made against staff

Contact details:	Sean Capewell — LADO (Safer Workforce) Phone: 0118 937 3555 / 07841253871 Email: sean.capewell@reading.gov.uk
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Local Channel Scheme contact details

To make a referral, contact:	The Police Channel Co-ordinator for the Reading area, which is Shaun Greenough
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	<p>email: Shaun.Greenough@thamesvalley.pnn.police.uk mob: 07900 709 126 If you have immediate concerns or you need to contact out of hours please call 101 and ask for the on call Special Branch Sergeant. If you have a Prevent related concern and want some guidance you should contact Tristan Khezzzadeh, Prevent Officer, Thames Valley Police (Reading), email: tristan.khezzzadeh@thamesvalley.pnn.police.uk mob: 07800 702 161 Or email Preventreferrals@thamesvalley.pnn.police.uk</p>
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Other local contacts

Name / organisation / agency:	Contact details:
Reading LSCB Manager	0118 937 3269 www.reading.gov.uk/a-to-z/l/lscb-business-manager/
The Designated Doctor for Child Protection (BHFT) matters within Berkshire LSCB	Dr Louise Watson 01753 635611

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse. Telephone: 0808 800 5000 Email: help@nspcc.org.uk.

If you have reason to believe that a child/young person is at immediate risk of harm, contact the Police on 999.