



Safeguarding Children, Young People and Adults

Policy and procedures
(Approved 5th June 2025)

If you are referring to this document because you have an urgent Safeguarding concern and want to know what to do next please go straight to 11.'Handling Disclosures'

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1. Purpose of this document

This policy applies to all Trustees, employees, self-employed staff and casual helpers of The Linacre Institute. **Failure to follow it will be treated as a very serious matter.**

Government guidance is clear that all organisations working with children, young people, families, parents and carers have responsibilities here.

It is important to remember that children and young people can also abuse and that such incidents fall into the remit of this policy.

We take Safeguarding seriously. Our policies and procedures are approved by [SAFE CIC](#), a leading Safeguarding consultancy.

This document introduces our approach to Safeguarding, then sets out:

- What we do to try to safeguard children and young people in our care.
- A course of action for our people if they suspect neglect or abuse or have other safeguarding concerns.

2. The Linacre Institute: Safeguarding Policy and Additional Key Statements

Our Work and Why we need a Safeguarding Policy

The Institute is a small charity with three employees: one part-time Executive Director, one part time Programmes Director and one part-time Schools and Programmes Coordinator.

Our purpose is to help Sixth Formers at comprehensive schools and colleges in the north of England reach the UK's most competitive universities. We work in partnership with 15 schools.

One of our explicit aims is to broaden students' horizons and sense of independence.

We organise out-of-school activities, in particular the tuition of Sixth Form students, and online and residential summer schools. These are staffed by a combination of:

- The Programmes Director (part-time, with contract)
- The Executive Director (part-time, with contract)
- The Schools and Programmes Coordinator (part-time, with contract)
- Self-employed specialists
- Temporary staff
- Volunteers and alumni

These summer schools last between a week and 10 days. Some are run residentially, and some online. Weekly tuition occurs via Skype or other video calling platforms (e.g. Zoom, Google Meet) or telephone. From time to time, we may organise other educational activities.

Legally, anyone aged under 18 is defined as a child. The students we work with are therefore children and young adults, aged between 16 and 19. Government guidance is clear that all organisations working with children, young people, adults at risk, parents, carers and/or families have responsibilities for safeguarding.

It is important to remember that children, young people and adults at risk can also abuse and that such incidents fall into the remit of this policy.

To undertake these responsibilities we:

- have senior staff and trustees committed to safeguarding
- are clear about people's responsibilities and accountability
- have a culture of listening to children, young people and adults at risk
- undertake safer recruitment practices for all staff and volunteers working with children & young people and adults at risk
- have procedures for safeguarding children and young people and adults at risk
- have procedures for dealing with allegations against, and concerns about any staff
- make sure staff, paid and unpaid, have mandatory induction and further safeguarding training, supervision, reviews and support
- have agreements about working with other organisations and agencies

Policy Statement and Aims

We recognise that the welfare of all children, young people and adults at risk, is paramount and that *all* have equal rights of protection. We have a duty of care when they are in our charge and we will do everything we can to provide a safe and caring environment whilst they attend our activities.

As members of SAFE, we aim at all times to attain best safeguarding practice throughout all our activities with children, young people, their parents, carers and/or families and their teachers. We endeavour to provide a safe and friendly environment and celebrate all achievements. We will achieve this by adhering strictly to this policy, guidance and risk assessments. Our organisation holds current Public Liability Insurance which covers all our activities.

Additionally, no one should come to any harm through their contact with our organisation and, as part of that commitment, we do everything we can to ensure everyone feels safe and protected from any form of harm, abuse and neglect regardless of their role.

Equal Opportunities Statement

We recognise that anyone can become subject to discrimination, harassment or victimisation because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy, maternity and paternity
- race

- religion or belief
- sex
- sexual orientation

Comments and actions that contribute to discrimination, harassment or victimisation are not acceptable and will be challenged. Such incidents will be recorded and shared with parents and carers, and the relevant agencies when necessary and appropriate.

We will:

- treat everyone with respect and celebrate their achievements,
- carefully recruit and select all staff whether paid or unpaid,
- respond to concerns and allegations appropriately.

When there are concerns about the welfare of any child, young person or adult at risk, all responsible adults in our organisation are expected to share those concerns, without delay, with the Lead for Safeguarding (or the Deputy, if the Lead is unavailable).

Our policy is approved by our Board of Trustees and will be reviewed and updated annually. We will publish and promote this policy to all staff, paid or unpaid, through induction, training and supervision. We endeavour to disseminate, as appropriate, this policy to all who come into contact with the Linacre Institute, including students, their parents, carers, families, teachers and others such as partners and fundraisers.

Data Protection and Information Sharing

We will treat any personal information by which an individual can be identified (i.e. name, address, email etc.) in accordance with the provisions of Data Protection Act 2018 (DPA 2018), and the UK General Data Protection Regulation (UK GDPR) and will not share information with any third party, except where required by law.

Timely and accurate written records play an essential role in safeguarding individuals, who may have suffered, are suffering or at significant risk of suffering harm. It is important that records are shared at the appropriate time when necessary. Within our organisation the decision to share written information, and with whom, will be undertaken by the Lead or the Deputy for safeguarding.

Confidentiality Statement

This policy is in line with government guidance about confidentiality and these details will be made available to all staff, children, young children, adults at risk, parents and carers. We fully endorse the principle that the welfare of children, young people and adults at risk, overrides any obligations of confidence we may hold to others. No one working, or involved, with our organisation can promise absolute confidentiality. Individual cases will only be shared or discussed on a “need to know” basis.

Ethical Fundraising

We are committed to our fundraising being:

- Legal: All funding must meet the requirements of the law.

- **Open:** Fundraisers must be open with the public about their processes and must be willing to explain (where appropriate) if they are asked for more information.
- **Honest:** Fundraisers must act with integrity and must not mislead the public about the cause they are fundraising for or a way a donation will be used.
- **Respectful:** Fundraisers must demonstrate respect whenever they have contact with any member of the public.

3. Key Terms and Definitions

Definition of a child/young person

There is no single law that defines the age of a child across the UK. The UN Convention on the Rights of the Child, ratified by the UK government in 1991, states that a child “means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier” (Article 1, Convention on the Rights of the Child, 1989).

A child is anyone who has not yet reached their 18th birthday (16th in Scotland). In Scotland, whilst child protection procedures may be considered for a person up to the age of 18, the legal boundaries of childhood and adulthood are variously defined.

Definition of an adult at risk

An adult at risk is a person over the age of 18 years and is:

- having needs for care and support, and;
- experiencing, or is at risk of, abuse and neglect and;
- as a result of those care needs, is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

4. Recognising Abuse in Children Young People and Adults at Risk

Suspicious or allegations may arise about:

- Linacre staff, volunteers or self-employed contractors
- other students on our programmes (so-called peer-on-peer abuse)
- other people connected to the child

Physical Abuse

- hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing significant harm to a child.
- may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional and Psychological Abuse

- persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development
- may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- may include not giving the child opportunities to express his or her views, deliberately silencing them or 'making fun' of what they say or how they communicate
- may include exposing children to interactions that are very far beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. It may feature age- or developmentally-inappropriate expectations being imposed on children.

Sexual Abuse

- forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- 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.
- may also include non-contact activities, such as involving children in looking at, or in production of, sexual images; watching sexual activities; encouraging children to behave in sexually inappropriate ways; or grooming a child 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 children.

Neglect

- persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- May include failure to provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child 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.
- May also include neglect of, or unresponsiveness to, basic emotional needs.

The following list highlights other areas of concern and is for guidance only. It is important to be observant, listen to what is being said and record, e.g. is what you are observing and being told about an injury consistent with the injury?

- Alcohol and Substance misuse
- Breast Ironing
- Carrying offensive weapons
- Child criminal and sexual exploitation including County Lines
- Concealed pregnancy
- Criminal exploitation
- Discriminatory
- Domestic violence, including "honour" based abuse
- Exploitive use of technology
- Female Genital Mutilation (FGM)
- Financial or material abuse
- Gangs
- Gambling
- Hate and "mate" crime
- Hazing and initiation rites
- Hoarding
- Modern slavery
- Online safety
- Organisational or institutional
- Peer on peer abuse, including sexual violence and upskirting
- Radicalisation
- Self-neglect
- Abuse through faith or belief
- Financially Motivated Sexual Exploitation (FMSE)
- Trafficking
- Upskirting

5. What we do to safeguard children and adults in our care

We will listen to the children and young people who use our services – and use their wishes and feelings in developing our programmes. We will take any concerns seriously.

To achieve this we:

- solicit student feedback and use this to tailor our programmes
- prioritise Safeguarding in staff induction
- ask our partner schools to provide information on any safeguarding concerns they have about students we are working with
- have a Programme Assistant solely committed to pastoral care at our first residential summer school
- have a Trustee with Safeguarding as a key responsibility

- have Safeguarding as a standing item on the agenda at Trustees' meetings
- provide student and parent/carer information, as well as key policies, on our website.

SAFE Recommendations

In order to attain and retain our SAFE award everybody needs to be vigilant in adhering to this policy and also assessing the risk of their own work and activities. These risk assessments will be carried out annually by the Lead and/or Deputy. However, it is the responsibility of everyone to draw attention to practices and procedures that they are unhappy or uncomfortable with.

It is only through adopting SAFE policies and practices that we can be confident we have done everything we can to safeguard the children, young people and adults in our care.

Lead and Deputy for Safeguarding

The responsibility of managing the safeguarding of children, young people and adults at risk can be both demanding and challenging. Either the DSL, DDSL or ADSL will be available whenever operational, which includes cover for sickness and holidays.

If Linacre is operating at more than one summer school at any given time, a designated Safeguarding Lead will be appointed for each site. Each site will also have a Deputy Lead.

Linacre Designated Safeguarding Lead (“DSL”)

Daniel Hughes, Programme Lead (dhughes@linacreinstitute.org; 07910727129) Most recent Safeguarding training: September 2024
SAFEcic ‘Leading on child safeguarding’ course. Valid until 10 September 2026.

Linacre Deputy Designated Safeguarding Lead (“DDSL”)

Dr Matthew John, Director (mjohn@linacreinstitute.org; 07515909941) Most recent Safeguarding training: July 2024
SAFEcic ‘Leading on child safeguarding’ course. Valid until 05 July 2026

Their role is to oversee and ensure that our safeguarding policy, which includes Online Safety, is fully implemented and that we attain SAFE standards.

Their responsibilities are:

- monitoring and recording concerns
- making referrals to social care or police, as relevant, without delay
- liaison with other agencies
- arranging training for all staff

The Deputy will be available to support or cover for the Lead. They will also handle any complaints or allegations against the Lead if appropriate.

Safeguarding Trustee

A Senior Member of the organisation at Board, Trustee, Governor or similar level is appointed to take leadership responsibility for the organisation's safeguarding arrangements. This person should have up to date and relevant training and the ability to develop knowledge, skills and expertise in safeguarding.

Additional Senior Lead for Safeguarding:

Max Retberg, Trustee (mretberg@linacreinstitute.org; 07870594302) Most recent Safeguarding training: 03/03/2023

Whistleblowing

Whistleblowing is when someone raises a concern externally about a person or practice within the organisation, which will affect others in an illegal and or harmful way.

Our organisation promotes the sharing of any concerns regarding the safeguarding of children, young people and adults at risk as soon as possible with the Lead or Deputy for Safeguarding.

If individuals reporting their concerns within our organisation do not feel they have been acted upon then we support their right to report these concerns to social care services, the police, and or the Charity Commission.

Anyone can refer directly to Social Care Services or the Police, if necessary, if they believe a person is being or may be at risk of being, or has been abused. If you have concerns about the safety or welfare of a child/adult at risk and feel they are not being acted upon by your manager or named/designated safeguarding lead, it is **your responsibility** to take action.

Charity Commission Whistleblowing

0800 055 7214 (Protect) whistleblowing@charitycommission.gov.uk All media enquiries will be handled by Matthew John, Director.

Safeguarding and our links to other bodies

Linacre is in an unusual position regarding Safeguarding.

- It is not a school but we work closely with partner schools, providing services for groups of their students. As such, **we ultimately fall under the Safeguarding policies of the schools** we work with. Allegations, concerns and disclosures of abuse will usually be directed to the student's school.
- **The exception is where concerns involve Linacre staff, volunteers or contractors.** In these cases we will immediately ask the relevant Local Authority Designated Officer for advice on how to proceed.
- The incident will be escalated to a formal referral to the LADO and/or the police if the LADO advises this, or if a crime has (or may have been) committed.

- We are mindful that in the case of allegations about Linacre staff, volunteers or contractors, the intersection of Grievance, Complaints and Safeguarding procedures may confuse the next appropriate steps to take. We are clear that, **in any case where a complaint has been made about inappropriate or poor practice in Safeguarding, we will ask for advice from with the LADO before making an open and recorded decision** about the best way forward. If we suspect criminality, we will also contact the police. Any investigation will override the need to implement any internal procedures, such as disciplinary and grievance procedures.

Designated safeguarding leads at our partner schools

A full, updated list of designated safeguarding leads at our partner schools can be found in the appendix at the end of this document.

Celebrating achievements

Safeguarding is about more than protection from harm. We encourage children and young adults to aim high and celebrate their achievements by:

- giving them coverage on our website
- personal feedback from staff
- providing book tokens as prizes

We are particularly sensitive to the fact that our work involves students in highly competitive academic interviews. Not all students will succeed. We work hard and with sensitivity to manage students' expectations and value them irrespective of their academic results.

6. Safeguarding and Recruitment

The Linacre Institute is committed to safe recruitment in line with the relevant legislation and guidance from government and the Charity Commission for recruiting all staff, paid or unpaid. We do this by:

- advertising vacancies with a clear commitment required to safeguarding.
- assigning all posts detailed job descriptions.
- obtaining full personal details including fitness to work with children, young people and adults at risk by application form (not CVs) with particular relevance to previous work with children, young people and adults at risk.
- when a candidate is selected for interview the relevant criminal declaration form will be sent for completion as set out by the Rehabilitation of Offenders Act 1974, as amended.
- always taking up two written references, one from the most recent employer or education establishment.
- undertaking all interviews face to face, based on the job description
- ensuring at least one person on each interview panel will have undertaken Safer Recruitment training, in line with the Charity Commission's safe recruitment guidelines.
- having sound procedures and recording for interviewing to ensure we are satisfied, and can evidence that the applicant is appropriate and suitable.

Any appointment will only be confirmed subject to:

- a satisfactory criminal records check at the appropriate level, including Certificate of Good Conduct for foreign nationals and "International Child Protection Certificate (ICPC) for anyone who has lived in the UK and also travelled overseas.
- a follow up of written references by telephone, if relevant to the vacant post.
- a check of essential qualifications.
- confirmation of the Right to Work in the UK for employed personnel.

The roles our people undertake vary from unsupervised student-facing jobs, performed full time, to voluntary non-student-facing roles that may only involve an hour's work a year. To cover this variety, we have three different recruitment and monitoring procedures: **red**, **amber** and **green**. We indicate below the procedures we use; these have been approved by our Safeguarding partners at SAFE CIC. In coming up with them, we are mindful of the legal distinction between Regulated and Non regulated Activity. * next to a position below indicates one which meets the criteria for 'Regulated Activity' as defined in the *Safeguarding Vulnerable Groups Act 2006, the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020* and the *Police Act 1997*.

Recruitment routes

Red route	Role involves Regulated Activity – ie regular, unsupervised contact with children, including online. For more see 'SGO4: What is regulated activity?'
Amber route	Role involves no Regulated Activity but at least one of the following: <ul style="list-style-type: none"> • long-term work with the charity • important strategic decision-making
Green route	Role involves no Regulated Activity and one or more of the following: <ul style="list-style-type: none"> • Only very infrequent and short face-to-face contact with children, or no such contact • Online contact with children amounting to fewer than 5 hours a year • Contact with children that is wholly supervised

List of Roles

Student-facing

Programmes Director*	Permanent	The person in charge of the Reach Higher programme, including residential schools and the 'Phone a Friend' online tutoring programme. Currently: Matthew John	Red
Executive Director:*	Permanent	Will attend and run some sessions at summer schools. May help overnight. Currently: Charles Rowett	Red
Programme Lead	Permanent	Will organise and coordinate specific activities to extend the reach of the charity across an expanded geographic area and engage with new and existing Partner Schools and other relevant organisations. Will support the delivery of all education and tuition activities including the summer schools and online learning. Currently: Daniel Hughes	Red
Programme Administrator	Permanent	Supports Programme Lead with charity activities. Currently: Sophia Bennett	Red
Online Programme Assistant	Temporary	Key point of contact with students and staff if there are any technical issues. In plenary sessions, will monitor group chat.	Amber
Class leader*	Temporary	Those solely in charge of classes, unsupervised, on a regular basis on residential schools.	Red
Online class leader	Temporary	In charge of online sessions, unsupervised, on a regular basis at summer schools. These sessions, while unsupervised, will be recorded.	Red

Online tutor	Temporary	Those who regularly tutor a student in a subject via video call or telephone.	Red
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Selection Interviewer	Temporary	Those who help select students for our programme. (Always supervised by someone engaged in Regulated Activity if conducting interviews in person).	Green
Online selection interviewer	Temporary	Those who help select students for our programme, but interview them online. They meet students for less than 30 minutes and on a one-off basis	Green
Practice Interviewer	Temporary	Those who lead practice 30-minute academic interviews with students, almost always online and almost always on a one-off basis.	Green
Guest Speaker / Seminar Leader	Temporary	Deliver supervised one-off classes and seminars. If these are delivered online and are therefore unsupervised, we reserve the right to record them.	Green

Non-student-facing:

Trustee**	Trustees of the Charity	Red
Alumni Director	The person who runs our alumni society	Amber
Stakeholder Panel member	Members of the Stakeholder Panel	Amber
Charity Helper	Helpers in a range of administrative, strategic and supporting roles, whose job is to support the Executive Director and the Trustees	Amber

* Regulated Activity

** Not Regulated Activity but eligible for an Enhanced DBS Check (no barred list check)

Safeguarding Checklist for Recruitment Routes

	Green	Amber	Red
Right of any “worker” or “employee” full employee to work in UK checked	X	X	X
ID verified (passport or driving licence)	X	X	X
Obtained 5 years’ addresses		X	X
Self disclosure of any criminal records as relevant to job role		X	X
DBS checked – Enhanced with Barred check			X
Basic DBS		X	X
Application form filled in		X	X
References taken		X	X
Interviewed		X	X
Confirmed has read Staff Handbook including Safeguarding policy and clear job goals	X	X	X
Code of Conduct and Duty of Care induction	X	X	X
Safeguarding training within three months			X
Twice yearly telephone meetings with the Programmes Director for monitoring and support		X	X
Provided with Safeguarding and Online Safety policies	X	X	X

Because amber and green positions do not involve Regulated Activity we **cannot ask candidates to obtain Enhanced DBS checks for them**. We would be breaking the law by asking for such a check.

We will:

- undertake Basic DBS checks for all staff in Amber positions
- not put new staff unsupervised in sensitive/vulnerable positions
- refer cases to the DBS where we dismissed or ceased using an employee or volunteer because they have or may have harmed or posed a risk of harm to children or vulnerable adults.
- provide ‘Lead Person in Safeguarding’ training every two years for the Lead Person, Deputy and Additional Safeguarding Lead. This will be recorded in the Single Central Record.

Induction and training in Safeguarding

We have a clear induction and training strategy with clear job descriptions and responsibilities and all relevant procedures. All new staff, paid and unpaid, will receive induction training as soon as possible and sign to record they have:

- received and understood this policy.
- been given any relevant resources
- understood the commitment to safeguarding training

Induction will take place within a month of appointment for all appointed via the Amber and Red routes.

We provide a handbook and covering letter that include:

- a welcome and overview of the charity
- a clear job description including tasks, times, responsibilities.
- current procedures and policies:
 - Safeguarding Policy and Procedures (including confidentiality and whistleblowing statement) Code of Conduct
 - Online Safety and Electronic Communications Policy and Procedures
 - Child-Adult ratios
- information about necessary (and possible future) training needs

Recipients will email to confirm that they have received and understood the handbook. When needed, staff will receive further safeguarding training, at the appropriate level, as soon as possible. Those with direct contact with children and young people, or managers, will attend child protection training, or provide evidence of having attended such training, within three months of appointment. This will be recorded in the Single Central Record.

The Lead Person and Deputy in Safeguarding will undertake basic training and Lead Person training every two years. This will be recorded in the Single Central Record.

We also agree a probationary period of 3 months with clear goals, and then provide supervision at regular intervals of 6 months with their line manager. In the case of programme staff and tutors, this will be the Programmes Director. They will be monitored and supported via:

- twice yearly telephone meetings with the Programmes Director
- the Programmes Director soliciting student feedback at appropriate times

Updated training is normally required every 2 years (on line) or three years (face to face). Staff working directly with at risk groups will also undertake the free online government training for PREVENT/Channel and FGM.

Developing a culture of Safeguarding

We:

- have a Safeguarding Trustee with Safeguarding as a key responsibility
- have Safeguarding as a standing item on the agenda at Trustees' meetings and on the risk register

7. Working Practices

Consent

When consent is required for any care, activity or intervention we will, unless it is an emergency, obtain consent from the individual and their parents.

Where relevant, we will ensure we fulfil our obligations under Child Care Law in terms of parental responsibility and Mental Capacity Legislation on supporting, where possible, the individual's right to make their own decisions. Any decisions made should be the least restrictive and recorded.

Staff Ratios to Children, Young People and Adults at Risk

Wherever possible, make sure at least two adults are with all student groups on any visit outside our regular teaching work.

Wherever possible, we will stick to the NSPCC recommended ratio of 1 adult to 10 students. On the rare occasions where this is not possible, to stick to the National Education Union Guidance of no less than 1 adult for every 20 students.

Lone and One-to-One Working

We will avoid lone working, one-to-one working with children and adults at risk whenever possible to protect both individuals. However, the nature of our work means that from time-to-time, staff will work one-to-one with students, for example in practice interviews, and sometimes in tuition if there is only one student in a subject group.

We require that:

- Staff should not spend excessive amounts of time alone with young adults, away from others
- Staff should make every effort to keep one-to-one meetings with young people as open as possible
- Staff should ask for advice before talking to students about any personal or difficult matters

If staff need to work one-to-one (and face-to-face) with students for an extended period of time length of time, e.g. if there is only one student in a subject group, a risk assessment will

be undertaken to ensure:

- the care or activity provided is suitable for one to one working,
- the lone worker has been recruited, trained and supervised to undertake this particular role,
- that health and safety issues have been identified and recommendations followed,
- safeguards are in place to protect individual's rights to safe working practice,
- safeguards are in place in relation to strategies for emergency situations,
- relevant business insurance is in place for use of personal vehicles if applicable
- accurate and relevant written recording is maintained following any activity, signed and dated.

Online one-to-one working

Online tuition via video call is a powerful tool for the Institute, allowing us to provide tuition when student and teacher are physically remote. This tuition is almost always undertaken on a one-to-one basis. We have clear guidelines on such communication:

- this is a classroom: treat it like one
- the tone of these calls should be personable but formal - in line with that of a teacher in a school
- adults should make Skype calls from the most public and formal area possible. If at home, this would mean a study or living room. Personal bedrooms are not appropriate.
- students: if at home, they should try to avoid this being their bedroom unless this is the only place available.
- both adults and students should be dressed as they would for a face-to-face meeting
- staff should make sure such conversations and tutorials are logged in our online database

For further details on the recruitment and management of tutors, please see 12, Safeguarding and Recruitment.

Photography & Filming Guidance

The use of photography is really important to record the successes and achievements of children, young people and adults at risk in their lives and activities. However, it is vital to remember that photography can be used and distributed inappropriately including on the Internet.

It is therefore important to be clear about:

- explaining to parents and carers why caution is necessary
- the purpose of photos e.g. parent's and carer's own record, media and publicity etc.
- the content required when using a professional photographer
- informing parents and seeking their consent for any publication or media use
- publishing only limited details alongside individual's photos in newspapers etc
- taking photographs openly and in public areas
- the suitability of clothing e.g. swimsuits
- any group photos being taken only during the activity or on the premises

- all those taking photos signing a registration form, which includes the reason, use and storage of all photographs and films

The above guidance applies to any photographic and filming equipment including camera phones, digital or video cameras, which and whose equipment is used should also be recorded on the registration form.

Transport

When running residential summer schools, we organise transport to and from the site. We ensure that we:

- gain written permission from parents or carers to carry children, young people and adults at risk
- keep a register of who is being transported and who is driving, when to where and return, with collection and return times being specified
- provide all transporting and being transported with an emergency contact numbers
- plan journeys regarding time, distance and stopping points
- consider if another driver might be required or the possible need for extra supervision
- have emergency procedures in place and we ensure that drivers:
- are recruited under safeguarding recruitment procedures
- suitably qualified to drive the required vehicle
- provide proof of insurance regarding business use and comprehensive insurance
- can evidence the vehicle is roadworthy and suitable for transporting each individual
- provide suitable and age appropriate seat belts, booster seats and wheelchair anchor points
- avoid transporting children, young people or adults at risk on their own

Activities, Events and Visiting Speakers/Activity Leaders

We will always ensure visitors and activities undertaken are risk assessed and we are committed to:

- ensuring that those who run activities have the expertise, knowledge and skills to do so properly
- completing a risk assessment which involves identifying risks and the means of reducing or eliminating those risks for all activities or events ● risk-assessing any changes being made to activities or events involving children, young people and adults at risk
- having a written plan in place if event or activity has to be cancelled ● having a written plan in place in case of emergency including contact numbers
- Implementing the required actions identified by the risk assessment process and reviewing the effectiveness of these on a regular basis

The Late Pick-Up of a Child, Young Person or Adult at Risk

If attempts to contact the parent and nominated emergency contact fail, then the supervising adult should wait with the child, young person or adult at risk with other staff, volunteers or parents wherever possible.

Staff paid and unpaid should avoid:

- taking the child, young person or adult at risk home or to another location;
- waiting alone with the child, young person or adult at risk in a vehicle or at the venue;
- sending the child young person or adult at risk home with another person, without parental consent;
- leaving the child young person or adult at risk alone.

If all attempts to make contact fail, it may be advisable to contact the police for advice.

Child, Young Person or Adult goes Missing

If a child, young person or adult at risk goes missing from the group or organisation it should be reported to the police. Use 999 where there is a concern that they cannot be found or are vulnerable.

A missing person may be assessed as 'at risk' if they fit one or more of the following categories:

- is under 16
- has expressed feelings of suicide
- has dementia
- has been acting totally out of character
- has mental health issues
- is under increased stress
- has an illness or a physical disability
- has a learning disability
- is in need of regular medication/care
- is an addict

The Lead or Deputy should be informed as soon as possible, and all details and actions recorded, dated, timed and signed.

First Aid

Our First Aiders have completed specific training as set out by the Health and Safety Executive (HSE). They hold valid and up-to-date certificates of competence issued by an organisation whose training and qualifications are approved by the HSE. The duties of a First Aider are:

- to give immediate First Aid to children, young people, adults at risk, staff or visitors when needed
- to ensure that an ambulance or other professional medical help is called when necessary

Our organisation undertakes to ensure there is always a trained first aider on site at our venues or, if other venues used such as schools, that they have appropriate first aid cover.

We also provide training and guidance on dealing with hazardous materials such as blood, other bodily fluids and chemicals. We ensure sufficient equipment is available to deal with accidents or spillage. All incidents will be reported and recorded in the First Aid and Incident Accident Books

Buildings and Venues

Safeguarding risk assessments will be carried out on all building and venues used by our organisation or by the host's venue management, such as schools. The safeguarding risk assessment should cover:

- access especially how people enter and leave the building
- signing in protocol
- use of keys
- toilets and changing rooms
- any outside space
- car parks
- any other relevant issues

8. Code of Conduct

We aim to provide a safe environment free from discrimination, upholding and promoting equality, diversity and inclusion. We undertake to:

- treat all children, young people, adults at risk and colleagues with respect and dignity
- ensure that the welfare and safety of children, young people and adults at risk is paramount at all times
- maintain professional boundaries both face to face and when using technology
- always listen to individuals and take account of their wishes and feeling
- always act in a professional way and not accept bullying, swearing or other disruptive behaviour
- liaise openly with parents and carers
- avoid being alone with children, young people and adults at risk whenever possible
- listen to, and act upon, any disclosures allegations, or concerns of abuse
- participate in approved safeguarding training at appropriate levels
- follow our safeguarding policy at all times
- be warm and friendly with students - within the boundaries of a professional relationship
- treat all children fairly
- give encouragement and praise and avoid personal criticism
- make activities fun and enjoyable
- encourage students to aim high
- celebrate students' achievements

Relationships

Please never:

- Make suggestive remarks or gestures about, or to, a young person, even in fun
- Enter into intimate or sexual relationships with children or young adults in our care,

regardless of their age or yours.

- If you are in a relationship with another member of staff or volunteer please remain professional. Such relationships should be kept discreet.

Physical contact

Please don't:

- Use any form of physical punishment
- Play rough physical games or games which involve close physical contact, or which could be seen as sexually provocative. Please also intervene to prevent students doing this.
- Do things of a personal nature for a disabled child, such as helping them use a toilet. In such cases, we will seek prior written consent from a parent/guardian.
- Engage in inappropriate touching of any kind. Nor should we allow it between students: a cuddle between students is OK; anything more sexual is not.
- Physically restrain a student unless the safety of that student, other students, or the member of staff is very clearly at risk.

Leading by example

Please:

- Set examples of behaviour that we would want others to follow.
- Use appropriate language with children and challenge inappropriate language used by them
- Think before you act. Be aware that someone just might misinterpret your actions no matter how well intentioned.

9. Online Safety

Why Online Safety?

Recent advances of the internet, mobile phones and other electronic technology has made access to information and communication increasingly easy for everyone. This is especially so for those who cannot always go out to socialise and rely on websites for social networking, watching films, downloading music, buying lottery tickets, shopping etc. Government guidance is clear that all organisations working with children, young people, adults at risk, families, parents and carers have responsibilities. It is also important to remember that children, young people, and adults at risk can also abuse and such incidents fall into the remit of this policy.

Our work involves communicating directly with children via telephone, email, social media, Skype and other video-messaging services. It is vital that our people know how to use these media appropriately, and without putting the children/young adults they work with (or themselves) at risk.

Note: In a school setting, public areas are provided for students to use laptops and other devices to allow staff to monitor acceptable use. This is not possible on Linacre residential

summer schools. In some cases, Linacre students bring their own laptops etc to the summer school to use for their work. Often they do this work in their bedroom, where they are provided with a desk, so we are unable to monitor their use. However, all students sign a code of conduct and agree to use their laptops and devices in an appropriate way.

Online Safety Code of Conduct

We expect everyone in our organisation to agree and sign up to our Online Safety code of conduct to:

- use the internet and other forms of communication in a sensible and polite way.
- only access websites, send messages or access and use other resources that will not hurt or upset anybody.
- seek permission if I want to use personal information or take photographs of other people.
- report any concerns to the Lead or Deputy
- be clear that we cannot maintain confidentiality if there is a concern about the welfare of a child, young person or adult at risk.

What are the Risks?

There are many potential risks including:

- accessing inappropriate or illegal websites.
- receiving unwanted or upsetting texts, e-mail messages or images. ● being “groomed” by another with a view to meeting the child, young person or adult at risk for their own illegal purposes including sex, drugs or crime. ● viewing or receiving socially unacceptable material such as inciting hatred or violence.
- sending bullying messages or posting malicious details about others.
- ignoring copyright law by downloading e.g. music, videos, homework cheat materials etc.
- overspending on shopping and gambling sites.
- being at risk of identity fraud for money transactions.
- inappropriate relationships or prostitution.

What else might be of concern?

A child, young person or adult at risk who:

- is becoming secretive about where they are going to or who they are meeting.
- will not let you see what they are accessing online.
- is using a webcam in a closed area, away from other people.
- is accessing the web or using a mobile for long periods and at all hours
- clears the computer history every time they use it.
- receives unexpected money or gifts from people you don't know.
- does not appear to have the money they should have.

A person who:

- befriends a child, young person or adult at risk on the internet or by text messaging.
- has links to children, young people and/or adults at risk on their social media pages especially if they work in a position of care such as a sports coach or care worker.
- is secretive about what they are doing and who they are meeting.

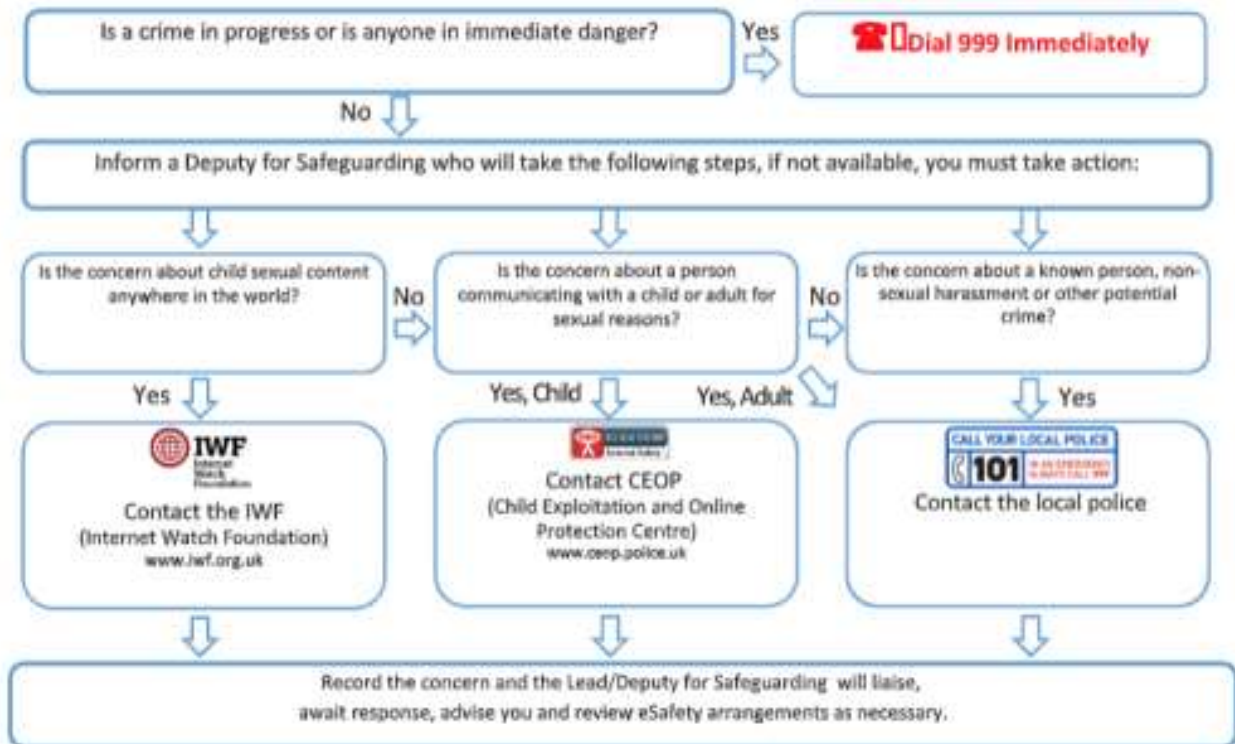
What do I do if I am concerned?

If you have any concerns, speak to the Lead or Deputy for Safeguarding.

Remember:

- do not delay.
- do not investigate.
- seek advice from the Lead or Deputy
- make careful recording of anything you observe or are told, ideally on 'SG03: Safeguarding Record Sheet'

eSafety Referral Flowchart – Child and Adult



10. Electronic Communications Procedures

All staff and students are expected to follow these procedures.

Student group chat

A key part of the bonding of our groups of students has been their participation in electronic group chat. It is unfeasible and probably undesirable for this to be monitored. But students are reminded that they are expected to be polite and kind in all communications while with Linacre.

Email

All Linacre staff should communicate with students using an institutional email addresses – either a Linacre one, one from your workplace, university or school. If you do not have an institutional email account, you may use personal email but must copy in mjohn@linacreinstitute.org in all conversations. Students should communicate using their school email address.

Facebook, Twitter and other social media sites

No Linacre staff should have social-media contact with students until they have left the Linacre programme (after their A-level exams) **and** after they have passed their 18th birthday. This includes being friends on Facebook, following students on Twitter and any other social media contact. If the contact is initiated by a student, they should turn down the contact.

Telephone and text message

It is inevitable given the nature of our work that adults will have to make telephone or text-message contact with students. Such communications should, in content and tone, be in line with those of a professional teacher communicating with a pupil, and vice-versa. They should be formal, business like, stick to the topic under discussion and avoid personal issues. This contact should not take place late at night (after 10pm) unless there is a pressing reason (e.g. a need to check the whereabouts of a student on a summer school). Where possible, please use a student's home telephone number before trying a mobile.

Skype, Facetime and other face-to-face online communication

These are powerful tools for the Institute, allowing us to provide tuition when student and teacher are physically remote. We have clear guidelines on such communication:

- this is a classroom: treat it like one
- the tone of these calls should be personable but formal – in line with that of a teacher in a school
- adults should make Skype calls from the most public and formal area possible. If at home, this would mean a study or living room.
- students: if at home, they should try to avoid this being their bedroom unless this is the only place available.
- both adults and students should be dressed as they would for a face-to-face meeting
- staff should make sure such conversations and tutorials are logged in our online database.

11. Handling Disclosures

A disclosure may come from someone telling you:

- they have been or are being abused
- they have concerns about someone else
- they are themselves abusing or likely to abuse someone else

When a disclosure is made by a child, young person or adult at risk it is important to remember the following:

Do not:

- Delay in reporting
- Investigate
- Ask leading questions
- Overreact

Do:

- take what you are being told seriously
- stay calm and reassure
- tell the child or adult that you cannot guarantee absolute confidentiality, as child protection will always have precedence.
- listen rather than question.
- allow the child/adult to speak without interruption. Accept what is said – it is not your role to investigate or question.
- advise that you must pass the information on. Explain what you have to do and whom you have to tell.

and always:

- **seek advice from the Lead or Deputy for Safeguarding**
- **make a careful recording of anything you are told or observe, date and sign (see Record Keeping on page 29 below).**

Responding to Concerns

We ensure and emphasise that everyone in our organisation understands and knows how to share any concerns immediately with the Lead or Deputy for Safeguarding. Everyone, including both the Lead and Deputy for Safeguarding will deal with concerns using the following flow chart.

NOTE: If you are in a partner school (not on a Linacre summer school) when the concern arises, contact the school's Designated Safeguarding Lead.

Step One:

If you are worried a child, young person or adult at risk has been abused because:

- you have seen something
- someone says they have been abused
- somebody else has told you they are concerned
- there has been an allegation against a colleague
- there has been an anonymous allegation
- an adult has disclosed that they were abused as a child
- a child, young person or adult say they are abusing someone else

Step Two:

Check our safeguarding policy for guidance. Talk to the Lead or Deputy for Safeguarding without delay. If they are implicated then report to Additional Senior Lead

**CONSULT,
MONITOR
AND RECORD**
*Sign/Date/Time
Include name
and job role*

Step Three:

The Lead, Deputy or Additional Senior Lead should refer the concern to the relevant adult or children's social care service and/or the Police and follow up the referral in writing within 24 hours.

For England and Wales in cases of allegations against a "person of trust" with a "duty of care" towards a child, the Local Authority Designated Officer (LADO) will co-ordinate the next procedural steps.

Under "whistle blowing", anyone can refer directly to the police or social care services and **all relevant Authorities**, when they are concerned the organisation is not managing safeguarding concerns appropriately.

When the concern is about the welfare of a child or adult at risk from schools, colleges, health providers, GP practices, prisons or social care settings, you should refer to that organisation's Lead for Safeguarding in the first instance. Inform the Lead or Deputy that you have referred a concern.

**Any consultations should not delay a referral.
In an emergency do not delay: dial 999**

Please note that: Under "whistle blowing", anyone can refer directly to the Police, social care services, LADO, the Charity Commission, Protect or the NSPCC (child concerns only) when they are concerned the organisation is not managing safeguarding concerns appropriately.

Record-Keeping

At all times when required, and especially where there is a safeguarding concern, we are committed to keeping records which are:

- recorded on a safeguarding incident form (SG03 Safeguarding Record Sheet)
- of sufficient details of child, young person or adult at risk to identify individual who is subject of concern and any significant others
- accurate and factual/based on fact, as a true record of:
 - what has been monitored/observed
 - what has been said and by whom
 - what has given cause for concern
 - what action has and/or will be taken including the reason for those actions
 - the reason stated for no action being taken and by whom
- non-judgmental
- timely – within 24 hours
- signed and dated by the writer and co-signed by the Lead or Deputy
- shared as appropriate by the Lead or Deputy for Safeguarding
- stored safely and securely by the Lead or Deputy for Safeguarding

What to record if form 'SG03 Safeguarding Record Sheet' is unavailable

- Your name, email address, phone, job role and relationship to the young person
- Name of young person
- Age of young person
- Home address of young person (if known)
- Date of birth young person (if known)
- Name/s and Address of parent/s or person/s with parental responsibility (if known)
- Telephone numbers if available
 - Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details
- What has prompted the concerns? Include dates and times of any specific incidents
- Have you said anything to the young person? If so, what was said and when?
- Has anyone been alleged to be the abuser? If so, record details
 - Who has this been passed on to, in order that appropriate action is taken? e.g. school, designated officer, social services etc
- Has anyone else been consulted? If so, record details
- Does the young person require medical attention?
- Your signature, the date and time.

Handling Allegations / Dealing with Complaints / Disciplinary & Grievance Procedures relating to the charity

Our policies and procedures are in line with the statutory guidance, the Charity Commission's guidelines, our disciplinary, complaints and grievance procedures. These will be made available to everyone.

Where a complaint or allegation has been made with regards to any inappropriate behaviour or poor practice by Linacre staff, the Lead or Deputy will, in all cases, discuss the situation with social care services (the LADO with regards to children England and Wales only) and/or the police before making an open decision about the best way forward.

In the case where the Lead is implicated, the Deputy should be informed. In the exceptional circumstances that both are involved, the person concerned will inform the Additional Senior Lead. If there is a belief that the concern has not been taken seriously or acted upon then any one can "Whistleblow." (see page 17)

With regards to disciplinary and grievance procedures, we will take no steps until we have fully discussed and agreed a strategy with social care services and/or the police and the LADO. Any investigation will override the need to implement any such procedures. Our management are responsible for making referrals to the relevant:

- criminal records service
- Regulatory Authority
- professional body.

In all cases of a concern being raised about Linacre staff, the DSL or Deputy is obliged to ask for advice from the LADO or Children's Social Care Services. However, this is entirely different to a formal referral of the case to the LADO for investigation. It will only in very rare and serious cases lead to a formal referral of the incident. **Please do report any concern, no matter how trivial it may seem.**

How to handle disclosures and concerns: Designated Safeguarding Lead or Deputy

In cases **not involving** concerns about Linacre personnel:

- if appropriate, take any steps to ensure the child's immediate safety
- ensure a full record of the concern is written down
- within 24 hours liaise with the Designated Safeguarding Lead at the student's school
- record details of this liaison
- put themselves under the school's Safeguarding policy and procedures, and co-operate with any further steps
- within 48 hours of notifying the school, and in light of the school's response and the advice of the Trustee Safeguarding Lead, decide whether what the Charity Commission calls a 'Serious Incident' (see definition below) has taken place. If it has, within a week, notify the Charity Commission.

In cases **involving** concerns about Linacre personnel:

- if appropriate, take any steps to ensure the child's immediate safety
- ensure a full record of the concern is written down
- within 24 hours liaise with the Local Authority Designated Officer in the area where the concern/ alleged concern took place. For example, at a summer school in Cambridge, liaise with the Cambridge LADO. The DSL will discuss next steps with LADO.
- record details of this liaison
- put themselves under the direction of the LADO, following their advice and co-operating with any investigation
- record details of actions taken after this advice is given
- within 48 hours of liaising with the LADO, and in light of the school's response and the advice of the Trustee Safeguarding Lead, decide whether what the Charity Commission calls a 'Serious Incident' (see definition below) has taken place. If it has, within a week to have notified the Charity Commission.

'Serious Incident'

We have a duty to report any Serious Incident involving Safeguarding to the Charity Commission. We will report:

- incidents of abuse or mistreatment (alleged or actual) of beneficiaries of the charity (adults or children) which have resulted in or risk significant harm to them and:
- this happened while they were under the care of the charity
- someone connected with the charity, for example a trustee, staff member or volunteer, was responsible for the abuse or mistreatment (alleged or actual)
- other incidents of abuse or mistreatment (alleged or actual) of people who come into contact with the charity through its work, which have resulted in or risk significant harm to them and are connected to the charity's activities
- breaches of procedures or policies at the charity which have put people who come into contact with it through its work at significant risk of harm, including failure to carry out relevant vetting checks which would have identified that a person is disqualified in law from holding their position within the charity. This might be, for example, because they are disqualified under safeguarding legislation from working with children and/or adults at risk

Charity Commission, *How to Report a Serious Incident in Your Charity*, Updated 14 June 2019

Bullying and Harassment, including Sexual Harassment

- Bullying and harassment can take many forms and include:
- physical violence including threats, verbal assaults and taunts, the destruction of property, extortion, unwanted sexual interest or contact
- indirect forms of bullying including ignoring a person and the withdrawal of friendship, malicious gossip and spreading rumours, abusive or oppressive graffiti, the use of social media, electronic messages and websites.
- it is often motivated by prejudice against certain groups for example on the grounds of race, religion, gender and disability

Whether directed at children, young people, adults at risk, staff, volunteers, parent and carers, bullying and harassment, physical and/or emotional abuse will not be tolerated. All such behaviour will be treated as a safeguarding concern when aimed at children, young people and or adults at risk.

We will:

- provide a culture of equality and respect for all with zero tolerance to any form of

- bullying or harassment
- report all incidents of bullying or harassment observed or disclosed, to the Lead or Deputy
- take immediate steps to stop the behaviour and mitigate the effects of bullying and harassment
- record all incidents with observations and witness statements, and action taken, signed, timed and dated.

APPENDIX: The Linacre Institute – Key Safeguarding Contacts

Linacre safeguarding leads

Linacre Designated Safeguarding Lead (“DSL”)

Daniel Hughes, Programme Lead (dhughes@linacreinstitute.org; 07910727129) Most recent Safeguarding training: September 2024
SAFEcic ‘Leading on child safeguarding’ course. Valid until 10 September 2026.

Linacre Deputy Designated Safeguarding Lead (“DDSL”)

Dr Matthew John, Director (mjohn@linacreinstitute.org; 07515909941) Most recent Safeguarding training: July 2024
SAFEcic ‘Leading on child safeguarding’ course. Valid until 05 July 2026

Additional Senior Lead for Safeguarding:

Maddi Hoggatt, Trustee (maddi@linacreinstitute.org; 07393818420) Most recent Safeguarding training: 03/03/2023

Designated safeguarding leads at our 2025 partner schools

School	DSL Name	DSL Email	Link to school policy
Accord Sixth Form College	Mrs G Rowe	growe@ossett.accordmat.org	Accord Safeguarding policy
Wales High School	Richard Harrison	rh@waleshigh.com	Wales High Safeguarding policy
Penistone Grammar	Katie Crook	kcrook@penistone-gs.uk	Penistone Grammar Safeguarding Policy
Hall Cross Academy	Mrs K Hargrave	safeguarding@hallcrossacademy.co.uk	Hall Cross Academy Safeguarding policy
New College Doncaster	Jo Holden	joanne.holden@nclt.ac.uk	New College Safeguarding policy
Wickersley College	Mrs H Alderson	halderson@wickersley.net	Wickersley College Safeguarding policy
Brinsworth Academy	Mrs A Birch	abirch@bri.leap-mat.org.uk	Brinsworth Academy Safeguarding policy
Thomas Rotherham College	Nichola Cox	safeguarding@trc.ac.uk	Thomas Rotherham Safeguarding policy

Wath Academy	Sam Davies	sdavies@wathacademy.com	Wath Academy Safeguarding policy
Meadowhead School	Geoff Dearman	gdearman@meadowhead.sheffield.sch.uk	Meadowhead School Safeguarding policy
Trinity Academy	Caroline Chamberlain	cchamberlain@trinityacademy.org.uk	Trinity Academy Safeguarding policy
Sir Thomas Wharton College	Natalie Ward	n.ward@stwacademy.com	Sir Thomas Wharton Safeguarding policy
Elliot Hudson College	Rosie Quashie	rosie.quashie@elliottHUDSONcollege.ac.uk	Elliot Hudson College Safeguarding policy
Ralph Thoresby School	Kirsty Maw	kmaw@ralphthoresby.com	Ralph Thoresby Safeguarding policy
Leeds UTC	T Smeaton	enquiries@utcleeds.co.uk	Leeds UTC Safeguarding policy

Children's Social Care Services contacts

CSCS deal with all concerns to do with child-protection. The Local Authority Designated Officer steps in if this concern is about someone who works or volunteers with children. CSCS will pass you on to the LADO if that person is the more appropriate contact.

When contacting Children's Social Care Services or the LADO, you must contact the authority in the geographical area where the incident or concern took place. This may not be the same area as the children's home. You can look up the relevant contact details by postcode here: <https://www.gov.uk/report-child-abuse-to-local-council>

Use the following links to report abuse to the appropriate local authority using the child's home postcode:

<https://www.google.com/url?q=https://www.gov.uk/report-child-abuse-to-local-council&sa=D&source=editors&ust=1683801215640716&usg=AOvVaw1-iXccwiftj4UsloRQUMWI>

https://www.google.com/url?q=https://www.gov.uk/report-abuse-of-older-person&sa=D&source=editors&ust=1683801215640858&usg=AOvVaw3tulmiP36_oTn5pk4ur2vj

SG03: Child Protection Record Sheet

*Only state information **already** known. Be careful not to ask leading questions. Fill in factually. Fill out asap on the same day and store in secure place until forwarded to appropriate agency.*

Black type – for person with concern to fill in if possible

Red italic type – for Designated Safeguarding Lead or Deputy to fill in if possible

Form completed by	Date and time
Role	
Name of child Date of Birth	
Child's address	
Name of parent or carer and contact details	
Any special needs known (medical, disability, language etc)	

Nature of concern:

Include times and dates as specific as possible

Continue on separate sheet if needed

Name and details of any other children in family

Name and details of any other significant adults in family

Action taken	Time & Date
<p>Detail here agency contacted, who spoken to and any timescales/actions given</p>	

<i>Lead or deputy person's action and reason for taking it OR Why no action has been taken</i>	Time & Date
Name, job role, email, phone number and signature of concerned person	Time & Date
<i>Name, job role, email, phone number and signature of Lead/Deputy person for safeguarding</i>	Time & Date
<i>Name of organisation, address and phone numbers/e-mails</i>	Time & Date