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Owner	MD
Version number	6

**Main Title:**

Life skills Education Safeguarding Children Policy

**1. Purpose:**

This document outlines Life Skills Education Charity (LEC) policy for the safeguarding and protection of children and young people aged under 18 years. This policy provides guidance to all staff who may come across concerns of this nature within the context of their work.

**2. Background:**

Life Skills Education Charity employ staff who work either directly in schools with young people and/or are in positions of trust, and as such the organisation accepts the responsibility of safeguarding all children and young people. All employees, whatever their role should familiarise themselves with the organisational policies and procedures around safeguarding.

Safeguarding children is a shared responsibility and the organisation seeks to work with all partners in ensuring this responsibility is carried out fully. LEC has appointed an Organisational Safeguarding Lead (OSL) to take responsibility for the overall implementation of this policy.

LEC seeks to ensure that all activities address safeguarding where appropriate – this includes in recruitment, training, working in schools, and handling of personal information (with reference to the Data Protection Acton 2018).

In writing this policy the organisation is mindful of the Government guidance ‘Keeping Children Safe in Education 2022’ and ‘Working Together to Safeguard Children 2018, and the responsibilities that these place upon educational establishments, and would seek to support schools in upholding the guidance.

LEC charity seeks to be open and transparent regarding safeguarding and as such will make this policy publicly available.

This policy should be read in conjunction with the documents outlined below\* which provide further information on how the organisation carries out its responsibilities.

### **3. Recruitment**

The organisation operates a safer recruitment procedure. DAaRT Officer applicants will be asked about their safeguarding knowledge and experience both on the application form and during interview and advised that they will be subject to immediate and ongoing enhanced DBS checks for all roles. Where a positive disclosure is made by an applicant, a risk assessment may be undertaken to assess any concerns regarding the applicant's suitability to undertake their role safely.

### **4. Training**

DAaRT Officer trainees will learn about LEC policy and procedure during initial training and will be required to undertake further regular training as necessary – this may be a mixture of face-to-face and online training. Training will seek to ensure that those employees who are in direct contact with young people are able to identify indicators of potential abuse and neglect, understand their own and others responsibilities and how and when to act.

### **5. Employment**

Whilst employed by LEC all employees are expected to follow all organisational policies and procedure; any failure may result in disciplinary proceedings being instigated. This applies where there is a safeguarding issue because of an employee's action or as a result of their inaction, whether wilful or because of negligence. This may also include a capability review. Additionally, the policy may apply where the organisation becomes aware that a family member or an acquaintance of an employee is implicated in, suspected and/or accused of a matter related to abuse of a child or children and where there is evidence that the employee had knowledge of the activity and did nothing.

In the case of any safeguarding complaint made against an employee LEC may work in partnership with other organisations where appropriate in order to resolve the matter.

### **6. Working with schools**

The organisation is aware that the subject matter of our educational programmes may induce disclosures or otherwise lead to concerns being expressed, which may well be considered safeguarding matters and will need to be addressed as such.

From the outset, our contact with all schools will be mindful of safeguarding responsibilities. LEC will seek to work in partnership to ensure that any safeguarding issues are shared (as appropriate) and concerns are actioned in a timely manner.

Our goal is always to ensure that children and young people are safeguarded and we would seek to work with schools to ensure that this happens. Where this is not possible, LEC reserve the right to directly refer a concern onto safeguarding services, where this is felt to be appropriate.

## **7. Collection, storage and sharing of information**

LEC will only collect the amount of personal information which is proportionate the level of any perceived risk and can be used to identify that young person if required. That information will only be shared in order to ensure that a young person is safeguarded and in a timely and secure fashion.

All information will be stored securely and kept for only as long as is required or deemed necessary under Data Protection legislation.

## **8. Primary Legislation**

The main pieces of legislation and guidance documents:

- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- The Safeguarding Vulnerable Groups Act 2006.
- Working Together to Safeguard Children 2018.
- Keeping Children Safe in Education 2022.

Indirect legislation in this area relevant to the business of LEC:

- GDPR and the Data Protection Act 2018.
- Information Sharing: Advice for Practitioners 2018.
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) 2018.

## **9. Consultation**

The lead manager has consulted with the CEO, Senior DAaRT Officers, DAaRT Officers and appropriate professional bodies.

This policy should be read with reference to the

- LEC SAFEGUARDING CHILDREN PROCEDURE October 2022
- LEC SAFEGURDING CHILDREN FLOWCHART October 2022
- LEC SAFEGUARDING CHILDREN RECORD OF CONCERN FORM October 2022

Update required October 2024

## LIFESKILLS EDUCATION SAFEGUARDING CHILDREN PROCEDURE October 2022

### Guidance for DAaRT Officers

This procedure should be read with reference to the

- LEC SAFEGUARDING CHILDREN POLICY October 2022
- LEC SAFEGURDING CHILDREN FLOWCHART October 2022
- LEC SAFEGUARDING CHILDREN RECORD OF CONCERN FORM October 2022

### The Purpose of this guidance

This guidance is specifically for DAaRT Officers working both in the classroom and remotely. During training you will have discussed safeguarding and how to identify concerns in the classroom. Remember the discussions about backgrounds and circumstances of students and the understanding of our own histories and the impact it had on our learning. All students are different and have different needs; they can be vulnerable in many different areas and this can often be because of their backgrounds and circumstances – you will have discussed this with the teacher at the pre-programme meeting.

The purpose of this document and those referred to above is to remind DAaRT Officers of that discussion, and to guide them through the process of the action required should a safeguarding incident be identified.

### Pre-programme

There are several different points of responsibility for the DAaRT Officer before the programme starts and this applies equally when working directly in the classroom or via remote platforms.

1. To ensure that all safeguarding training is up to date.
2. On the pre-course meeting – ensure that you ask the teacher about any potential safeguarding issues, the name of the Designated Safeguarding Lead (DSL) for the school and advise that we have a procedure in place for any identified safeguarding issues.
3. If delivering via remote platforms, assurance of and/or sight of and satisfaction with the school remote learning safeguarding policy is required.
4. On the parent/carer brief – outline LEC policy and procedure for ensuring that students are safeguarded.
5. The DAaRT rules and DAaRT box – use these to reinforce confidentiality.

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### Identifying concerns

**Please note - There is no reason why a DAaRT Officer should be alone with a child at any point during a visit to school.**

During the programme you may identify a concern in a number of different ways e.g. spoken, observed (physically or remotely), written in the workbook. Ask yourself the question ‘what are the risks and consequences of this?’ and if you are at all concerned then you *must* follow this up with the member of teaching staff who is with you at the time.

Your immediate response will depend on the circumstances and may range from a simple acknowledgement of a statement to a quiet word with teaching staff. **At no point should you engage in discussion about your concern or ask any questions of the young person – this is not part of your role and may jeopardise any future investigation.**

Make sure the member of staff understands that you have identified a potential safeguarding concern and that you need to follow LEC policy and procedure. It is highly likely that the school will be aware of any safeguarding issues and support will be in place. Where school may be unaware, it is their responsibility to follow this up with their own safeguarding procedures. Ask what they intend to do about the concern. Discuss and agree action with the member of staff or the DSL as appropriate and advise that you are required to follow up to ensure actions have been carried through.

If you are not comfortable or satisfied with the response you can ask to speak to the DSL or the Head in school and/or contact LEC for advice. Please note: The overall Organisational Safeguarding Lead (OSL) for LEC is The Manager for Training and Development (TDM). The decision to sign off any reported concern or to make an onward and independent referral to any external safeguarding agency ultimately lies with TDM and the CEO. However, where the DAaRT Officer requires initial clarification or support (i.e., where they may need to contact the OSL) regarding a concern then this may be made in the first instance to either the Senior DAaRT Officer or in his absence the TDM. If you think a child is at *immediate risk*, this needs to be carried out by telephone and urgently. If any further action needs to be taken you will be advised at this point. There may be very rare cases where LEC will need to act – this is the responsibility of the OSL or the CEO, not the DAaRT Officer.

Complete the Record of Concern form and submit electronically to the office. Please remember to only give the information required on the form – at this point we do not require the child’s full personal details.

### Following Up

In most cases you will have had a thorough discussion and agreed an action plan with school – if this is not the case then you *must* telephone the OSL for advice. On your next visit check with the teacher and ensure that the agreed and appropriate action has been taken, if not then again, a phone call to the LEC OSL is required. In most instances reassurance that the matter has been logged on the School’s Child Protection Online Management System (CPOM) and/or contact has been made with parents is adequate and appropriate action. Once the

agreed action has been completed, the Record of Concern should be updated and submitted for sign off.

### Overall Support

At any point during the process a call to the LEC OSL can be made for support or guidance. If you are unclear or unsure about anything in this guidance please ask for further advice.

### **General Guidance on safeguarding**

Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of ‘significant harm’ as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or is likely to suffer significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm and this is not for the DAaRT Officer to judge. Consideration of a variety of factors will be made by the Local Authority. This may involve a multitude of and/or longer-term issues or a single traumatic event, each of which has been associated with having severe impacts upon child welfare or development. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child’s physical and psychological development. Some children live in family and social circumstances where their health and development are not prioritised. A thorough assessment of a child’s circumstances will determine any risk and/or need and inform planning and protection for that child, both immediately and in the longer term. Information/observation provided by a DAaRT Officer and the LEC OSL may be well be included as a part of this assessment.

# Appendix 2: Safeguarding Procedure

## Recruitment and Pre Delivery

STAGE



PROCESS

### Advertisement

All information regarding the DAaRT Officer role and requirements placed on the advert.

To include DBS and Safeguarding process and requirements.

### Application

- Application to ask relevant questions regarding Safeguarding experience
- Email to confirm application received including Safeguarding procedure and expectations
- Interview questions
- Post interview DBS check and document collation

### Pre Programme

Discussion with teacher to include appropriate information sharing about safeguarding issues within the class, information about LEC safeguarding policy and procedure, as part of a wider brief about delivery and partnership working

### On Each Visit

Discussion with teacher at the start of each lesson to ascertain if there have been any Safeguarding issues relevant to the programme in the last week. Follow up any concerns identified previously.

WHO

Life Skills

Life Skills Applicant

DAaRT Officer School

DAaRT Officer School

# Appendix 2: Safeguarding Procedure

Concern Identified

STAGE



PROCESS

## Concern Identified

What are the risks and consequences for this and any other child?

Have a discussion with the teacher about the concern.

## Outcome

- SATISFIED?
- Yes: Complete Record of Concern form and submit to the office
- No: Speak to the Life Skills Safeguarding lead **as soon as possible**.

## Discuss

- Life Skills Safeguarding lead content that no further action needed?
- Yes: Complete Record of Concern form and submit to the office
- No: Follow guidance from Safeguarding Lead.

## Finalise

- Life Skills Safeguarding lead content that no further action needed?
- Yes: Complete Record of Concern form and submit to the office
- No: Safeguard lead to speak to school as required

WHO

DAaRT Officer

DAaRT Officer  
Life Skills  
Safeguarding Lead

DAaRT Officer  
School  
Safeguarding Lead

Life Skills &  
School  
Safeguarding Lead



## Safeguarding Children Record of Concern – October 2022

**Record of Concern – DAaRT Officer please complete online version of this form found on our Safeguarding website – [www.lifeskillssafeguarding.co.uk](http://www.lifeskillssafeguarding.co.uk) and send to office within 3 working days of the incident (unless agreed otherwise with Safeguarding Officer)**

Young Person's initials:		Age:	
Time and Date of Incident:		Time and Date reported. To whom?	
DAaRT Officer name and contact details:			
Location and context of Incident:			
Name and address of Witnesses:			

Child's non verbal behaviour:

Child's verbal comments – Child's own words:

Visible injuries or marks:

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Immediate/ post session action taken:	
Response of school – including any follow up action agreed:	

Parents informed/to be informed, when, how and by whom:		
Does anyone else need to be informed, when, how and by whom:		
Details of discussion with LEC OSL		
Final Outcome:	<hr style="border: 0.5px solid black;"/>	

Signed DAaRT Officer ..... Date: \_\_\_ / \_\_\_ / \_\_\_

Signed LEC OSL..... Date: \_\_\_ / \_\_\_ / \_\_\_