Safeguarding & Prevent Policy, Procedure and Guidance

September 2026

This policy will be updated as our business changes and in line with new legislation. It will be reviewed and updated as necessary, a minimum of once a year. Where you see reference to the term 'student' in this policy, this applies to all 16-19 study programme students, students on traineeships and apprentices.

Review Date	01/09/2026	**Next Review Date**	01/09/2027
Plan Owners	Tara Hughes DIRECTOR OF QUALITY		
Governance Sign Off Date			
Chief Executive Officer (CEO) Signed		**CEO Print**	
Date policy signed off by Chief Executive Officer			

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Updates for Sept 2026 – Aug 2027:

September 2026

Updated the policy in line with the changes to Keeping Children Safe in Education 2026

1.0 Safeguarding Policy Statement

Juniper is committed to the safeguarding and well-being of all of our students and fully recognises its responsibilities for protecting vulnerable groups. Our Policy applies to all staff, students, employers, visitors, contractors and volunteers working on behalf of or in conjunction with Juniper.

We will promote the policy and ensure that all staff, students, employers, visitors, contractors and volunteers adhere to and follow the same practices. We will promote the policy through ongoing discussions; CPD training; team meetings; student reviews and sessions; quality assurance and monitoring processes.

The policy is underpinned by five key elements, each developed in accordance with the statutory guidance detailed within Working Together to Safeguard Children 2026 and Keeping Children Safe in Education (September 2026):

1. To ensure we operate safer recruitment practices.
2. To raise awareness of safeguarding throughout the organisation and ensuring that staff are equipped with the appropriate skills and knowledge to support students effectively and help keep them safe.
3. To raise awareness of safeguarding to all of our students to ensure that they are equipped with the skills and knowledge needed to keep them safe and to recognise when they are at risk and how to get help when they need it.
4. To develop and implement procedures for identifying and reporting safeguarding incidents or suspected/potential incidents.
5. To establish safe environments in which students can learn and develop.

We recognise that because of the day-to-day contact with students, our staff are well placed to observe the outward signs of abuse. Juniper will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to, taking account of their wishes and feelings, among all staff and identifying measures that we will put in place to protect them.
- Ensure students know that there are Designated Safeguarding Prevent Officers (DSPOs) within Juniper who they can approach if they are concerned or worried, though they can approach any member of staff.
- Understand the difficulties students may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to a DSPO if they have concerns about a student.
- Include opportunities within the on-going review process and training centre delivery for students to develop the skills they need to recognise and stay safe from abuse and harm.

We recognise, refer to and adhere to the statutory requirements within the following important and relevant pieces of safeguarding legislation:

- Protection of Freedoms Act (2012)
- Data Protection Act (2018) & The General Data Protection Regulation (GDPR) & the Data (Use and Access) Act 2025
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Working Together to Safeguard Children (2026)
- Children Act (1989) & (2004)
- Children and Families Act (2014)
- Keeping Children Safe in Education (September 2026)

- Children and Social Work Act (2017)
- Safeguarding Vulnerable Groups Act SVGA (2006 amended in 2012)
- Disclosure and Barring Service Code of Practice (November 2015)
- Sexual Offences Act (2003)
- Equality Act (2010) (including the Public Sector Equality Duty)
- Counter Terrorism and Security Act (2015)
- CONTEST - The United Kingdom's Strategy for Countering Terrorism 2023
- Channel: Protecting vulnerable people from being drawn into terrorism (2023)
- Prevent Duty Guidance for England and Wales (2023)
- Section 5B of the Female Genital Mutilation Action 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Modern Slavery Act (2015)
- Education and Training (Welfare of Children) Act 2021
- Domestic Abuse Act (2021)
- Human Rights Act (1998)
- School Attendance (Pupil Registration) (England) Regulations 2024
- Crime and Policing Act (2026)
- Children's Wellbeing & Schools Act (2026)

This policy should be read in conjunction with Juniper's Health and Safety Policy, Equality and Diversity Policy, Staff Code of Conduct and Whistleblowing procedure, Visitor Policy, Data Protection Policy, Behaviour Policy and Attendance and Punctuality Policy.

To support our commitment to the safety and wellbeing of all our students and with regard to the above legislation, we will:

- Ensure that we have a Designated Safeguarding Prevent Officer (DSPO) in each training centre/provision type, who has received appropriate training and support for this role.
- Ensure that all staff and students are aware of our Designated Safeguarding Prevent Officers and the Senior Safeguarding Lead and Deputy. This will be communicated via our staff and students' induction process, internal training and awareness sessions and on posters displayed in training centres.
- Ensure that all staff are aware of and understand their responsibilities in relation to safeguarding/prevent and in being alert to the signs and indicators of abuse. That they are aware of the process to refer any concerns directly to the Designated Safeguarding Prevent Officer.
- Ensure that effective safeguarding procedures are developed, implemented and monitored to ensure their effectiveness. These procedures are based on the 5R's approach of Recognition, Respond, Record, Report and Refer. See Annex 1 for further details.
- Ensure that we develop effective links with relevant external agencies, Local Safeguarding Partners and co-operate with requirements that may arise from any safeguarding referrals. See Annex 2 for further details.
- Ensure that we keep written records of safeguarding concerns, even where there is no referral to a relevant agency.
- Ensure all records are stored securely and in accordance with the Data Protection Act (2018), GDPR and the Data (Use and Access) Act 2025

Juniper recognises its responsibility with regards to the safeguarding of young and vulnerable students from abuse and from inappropriate and inadequate care and is committed to responding in all cases where there is a concern.

Due to the nature of our work, Juniper may be the first to know that a student is being or has been abused or that we are concerned about their wellbeing. Everyone has an equal responsibility to ensure that the individual needs and welfare of the person are put first and to safeguard any person with whom we may come in to contact with. This response not only rests with the CEO, Directors, Management Board and Designated Safeguarding Prevent Officers, but also with every individual member of staff employed or volunteering within our organisation.

Universal services and community-based early help

Universal services and community-based early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of early help is provided through "universal services" - such as education, health – and other community-based services. It is distinct from targeted early help delivered through Family Help teams, which are more formal arrangements coordinated by local authorities, where a plan is in place and a lead practitioner appointed.

Family Help Support and Statutory Intervention

All staff should be aware of the process for community-based Family Help assessments:

- the criteria, including the level of need, for when a case should be referred to Family Help support and services provided at:
  ~ Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
  ~ Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
  ~ Section 31 of the Children Act 1989 (care and supervision orders), and
  ~ Section 20 of the Children Act 1989 (duty to accommodate a child)
- and clear procedures and processes for cases relating to:
  ~ the abuse, neglect, and exploitation of children
  ~ children managed within the youth secure estate
  ~ disabled children

Staff must follow **local safeguarding procedures** for concerns relating to abuse, neglect, or exploitation and be aware of the specific safeguarding needs of disabled children and children within the youth justice system. All concerns should be reported promptly in line with Juniper Training's safeguarding procedures and local multi-agency arrangements.

Juniper delivers training and education provision nationally. Therefore, when discharging our Safeguarding duties, we will consider the priorities and adhere to all Local Children's Safeguarding Partnership's processes and procedures. We will ensure that our safeguarding policy and procedures are reviewed as a minimum annually to ensure that they are still relevant and effective.

Further education plays a crucial role in preventative education through ongoing tutorials, pastoral support systems and maintaining a clear set of values and standards, upheld and demonstrated throughout the culture and practice in place at Juniper. This has been recognised as being most effective in the context of a whole-provider approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

2.0 Understanding Safeguarding

2.1 What is Safeguarding?

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners 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

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to

play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: Providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes

Safeguarding is a proactive, preventative and precautionary approach to planning and procedures to protect young and vulnerable students from any potential harm or damage.

Safeguarding may involve instances in which a young or vulnerable student is suffering or likely to suffer from harm.

Safeguarding involves adopting safer recruitment practices to assist in identifying persons who are unsuitable to work with young or vulnerable students.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSPOs should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

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 we provide 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.

Good safeguarding requires a continuing commitment from our governing body, and all staff to ensure the safety and welfare of students is embedded in all of the Juniper's processes and procedures and consequentially enshrined in our ethos.

2.2 What are the benefits of good Safeguarding?

When students feel safe and secure in their environment, they can concentrate on learning.

- Students can rely on those people in positions of trust.
- Staff are protected from malicious and misplaced allegations.
- Staff are clear about individual responsibilities, roles and boundaries.
- Students are appropriately protected, and all issues are dealt with effectively.

2.3 How do we define young/vulnerable students?

Young/vulnerable students are defined as any student who has not yet reached their 18th birthday (Children Act 2004)

What staff should look out for:
Any child may benefit from support before statutory intervention, including from universal services and community-based early help, or the targeted early help level of Family Help. All staff should be particularly alert to the potential need for additional support for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education and Health Care Plan)

- Has a mental health need
- Is a young carer
- Is pregnant and/or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is showing signs of being drawn in to anti-social or criminal behaviour, including serious violence, gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised into terrorism or exploited
- Has a parent or carer in custody, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Is at risk of so called 'honour' based abuse such as female genital mutilation or forced marriage
- Has returned home to their family from care
- Is a privately fostered child

The **Definition** of an **adult** at risk: Aged 18 years or over; Who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

The definition of regulated activity as explained within the Protection of Freedoms Act 2012 identifies the activities provided to any adult which, if any adult requires them, will mean that the adult will be considered 'vulnerable' at that particular time.

2.4 How do we identify and monitor young/vulnerable students?

We have a duty and responsibility to track and monitor the achievement and progression of vulnerable groups. We know that these groups are less likely to achieve and that they may be more likely to be 'at risk' due to their vulnerability.

Therefore, during the recruitment stage students belonging to these groups will be identified in their application form. This information will be inputted into PICs so that their progress can be monitored (if a student's vulnerability is identified at a later stage of their programme, then the same process should be followed). Appropriate interventions and support will be put in place to ensure that they are kept safe and achieve/progress as well as students from non-vulnerable groups. The following groups have been identified as being vulnerable:

<u>Vulnerable Groups</u>

1. Minority Ethnic Group
2. Special Education Needs/Disabled/Medical Condition (if students have an Education and Health Care Plan, a copy MUST be obtained and placed on their personal file)
3. Disadvantaged (Free School Meals within the last 6 years)
4. Asylum Seeker
5. In Care
6. Care Leaver
7. Pregnant
8. Teenage Parents
9. ESOL
10. LGBTQ - Children who are lesbian, gay, bisexual or questioning their gender*
11. Ex-Offender/YOT
12. Child Protection Plan/Attached to a Social Worker
13. Young Carer
14. Gypsy, Roma or Traveller Background

*The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

The Cass review identified that caution is necessary when children are questioning their gender, schools and colleges should refer to the guidance in Keeping Children Safe in Education (2026) when deciding how to proceed.

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

If children are questioning their gender, then families/carers should be encouraged to seek clinical help and advice. There are many unknowns about children questioning their gender and the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

As such, when supporting a gender questioning child, we should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. It is therefore vital that Juniper staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

2.5 Children who are questioning their gender

Juniper recognises that some children and young people may be questioning their gender identity and that this can be a complex and sensitive aspect of their development. Staff should seek to understand the views, wishes, feelings, and lived experiences of children who are questioning their gender, while maintaining an appropriate level of professional curiosity and considering the wider context of the child's wellbeing.

Staff should be aware that children who are questioning their gender may experience additional vulnerabilities and may present with a range of emotional, mental health, social, or psychosocial needs. These may relate to family relationships, peer interactions, social influences, or experiences of discrimination, harassment, or bullying.

Where concerns are identified, staff should respond in accordance with Juniper's safeguarding procedures, ensuring that the child's welfare remains paramount. Appropriate support should be considered on an individual basis, involving relevant professionals and, where appropriate, parents or carers, while taking account of the child's views, circumstances, and best interests.

Social transition and requests for support

Juniper recognises that some children and young people may seek support relating to their gender identity and may request changes to how they are recognised or referred to within the education setting. Any request for support relating to social transition will be considered carefully, sensitively, and on an individual basis, with the welfare and best interests of the child remaining the paramount consideration.

Juniper will not initiate action in relation to a child's social transition. Where a child, young person, parent, or carer requests support for social transition, any proposed changes will be considered through a structured decision-making process involving appropriate leaders, safeguarding staff, and, wherever appropriate, the child's parents or carers.

Staff must not independently implement changes relating to social transition, including changes to names, pronouns, records, facilities, activities, or other arrangements, unless a decision has been made through the agreed process. **Staff should seek advice from the Designated Safeguarding Lead (DSL) where any request is received.**

When considering requests for support with social transition, Juniper will:

- Place the child's welfare, safety, and best interests at the centre of decision-making, including other children on programme.
- Take account of the child's wishes, feelings, age, maturity, and individual circumstances.
- Consider any safeguarding concerns, vulnerabilities, mental health needs, or wider factors that may be influencing the child's experiences.
- Involve parents or carers in decision-making wherever it is appropriate and safe to do so.
- Consider the rights, wellbeing, and safety of all children and young people who may be affected by any decision.
- Comply with relevant safeguarding, equality, human rights, and data protection legislation and guidance.
- Ensure that decisions are evidence-informed, proportionate, and made on a case-by-case basis.
- Maintain clear records of discussions, assessments, decisions made, and the rationale underpinning those decisions.

All decisions relating to requests for support with social transition will be reviewed regularly to ensure that arrangements continue to meet the child's needs and remain in their best interests. Where specialist advice is required, Juniper will seek support from relevant agencies or professionals in line with safeguarding procedures.

Parental Involvement and Requests for Support

Where a learner who is questioning their gender requests support from Juniper, parents or carers should be engaged as a priority, recognising their leading role in the child's life. The views of parents or carers should carry significant weight and be properly considered. In the rare circumstances where involving parents or carers may place the learner at greater risk of harm, the Designated Safeguarding Lead (DSL) must determine what action is required to safeguard the learner before parents or carers are contacted or any decisions are made.

Juniper recognises that positive outcomes are most likely where learners have supportive relationships with their families and, in the vast majority of cases, will work collaboratively with parents or carers to determine what is in the learner's best interests. This approach supports learner wellbeing and helps protect them from harm. Where appropriate, Juniper may support discussions between learners and parents or carers, including providing a member of staff to facilitate conversations.

Where a learner discloses feelings relating to their gender identity but does not request support or changes to how they are treated, confidentiality will normally be maintained unless there is a safeguarding concern. Any concerns relating to a learner's wellbeing or safety will be managed in accordance with Juniper's safeguarding procedures, including involving parents or carers where appropriate.

Social Transition

Juniper will take a very careful approach to requests relating to social transition. The Cass Review acknowledges a lack of good evidence on the long-term impact of social transition but is clear that it should be regarded as an active intervention that may have significant effects on a learner's psychological functioning and longer-term outcomes.

The Cass Review emphasises the importance of early clinical involvement when families are considering social transition, including support that is non-directive and keeps options open and flexible. Decisions about the risks and benefits of social transition as an intervention require appropriate clinical expertise and are not a role for staff without relevant clinical training.

Juniper recognises that older learners may have greater capacity to make their own decisions. Maintaining flexibility and keeping options open can help prevent learners from feeling pressured to commit to a potentially irreversible pathway at a young age.

Equality, Human Rights and Social Transition

When considering requests for support with social transition, Juniper will comply with its safeguarding responsibilities alongside its duties under the Equality Act 2010 and Human Rights Act 1998. In line with safeguarding requirements and relevant legislation, learners must not be permitted to access toilets, changing facilities, residential accommodation, or single-sex sporting activities designated for the opposite sex where these provisions are provided on a single-sex basis.

When developing policies or considering requests for exemptions, Juniper will consider whether a policy places a gender-questioning learner at a disadvantage compared with other learners. Where this may be the case, Juniper will consider:

- Whether the policy has a legitimate aim, such as safeguarding, privacy, dignity, or fairness in sport.
- Whether the policy is a proportionate means of achieving that aim, including whether the aim could be achieved in another way.
- The impact of the policy, or any exception to it, on the learner concerned and on others who may be affected.
- Whether agreeing or refusing the request is in the best interests of the learner and other learners.

Where it is unclear whether a learner has the protected characteristic of gender reassignment, Juniper will proceed on the basis that they may have that protection and will apply the relevant Equality Act and Human Rights Act considerations in its decision-making.

Discussing Constraints and Reviewing Decisions

When discussing requests for support relating to social transition, Juniper will sensitively explain the limitations set out within statutory guidance. This includes that any support provided will not permit access to toilets, changing facilities, residential accommodation, or single-sex sporting activities designated for the opposite sex where these are provided on a single-sex basis.

Juniper will ensure learners and their parents or carers understand that all incidents of bullying, harassment, or discrimination will be addressed appropriately. At the same time, Juniper will respect the rights of learners and staff in relation to religion or belief. Where appropriate, alternative arrangements, such as the use of names rather than pronouns, may be considered.

Juniper recognises that circumstances and learner needs may change over time, including where new safeguarding concerns emerge or where previous arrangements are no longer appropriate. In such cases, decisions will be reviewed, involving the Designated Safeguarding Lead (DSL) and, where appropriate, parents or carers.

Juniper will also review decisions made prior to the introduction of this guidance to ensure they remain appropriate, taking into account the impact of any changes on the learner and the importance of parental or carer involvement.

Correct Information

Juniper recognises that accurate information is essential for safeguarding. All relevant staff must be aware of a learner's biological sex where necessary to fulfil safeguarding responsibilities. Juniper will ensure that a learner's biological sex is recorded accurately wherever it is recorded, in accordance with legal requirements.

Children Living in Stealth

Juniper recognises the particular vulnerabilities of learners who have fully socially transitioned and may be living in stealth, where staff or peers are unaware of their biological sex. As highlighted by the Cass Review, these learners may experience increased anxiety and fear. The Designated Safeguarding Lead (DSL) will be involved in such cases to ensure appropriate safeguarding support is provided.

Support for Learners Who Wish to Detransition

Juniper recognises that some learners may wish to fully or partially reverse a previously agreed request relating to social transition. Consistent with the Cass Review's emphasis on maintaining flexibility and keeping options open, appropriate support will be provided to learners who wish to detransition. Juniper will work closely with parents or carers and, where appropriate, relevant professionals to ensure learners receive suitable support and guidance.

2.6 Safeguarding Children with Medical Conditions

Juniper recognises that an incident relating to the management of a learner's medical condition, including allergies, would not, in itself, require a referral to local safeguarding partners. A safeguarding referral will only be considered where the incident indicates that the learner may be at increased risk of neglect, abuse, or exploitation by individuals within or outside their family due to their medical condition.

Examples may include where essential information about a learner's medical condition is not shared with Juniper, or where a learner is repeatedly without required medication, placing their health, safety, or wellbeing at risk.

Juniper will support learners with medical conditions and allergies in accordance with relevant statutory guidance and will follow safeguarding procedures where concerns arise that a learner's medical needs are not being appropriately met. Further information is provided in statutory guidance on supporting Pupils at School with Medical Conditions and Allergy safety in schools.

2.7 Children with SEND and/or Medical or Physical Health Conditions

Juniper recognises that young people with special educational needs and disabilities (SEND), and those with certain medical or physical health conditions, may face additional safeguarding challenges both online and offline. Staff should remain particularly alert to the additional barriers that may affect the recognition, disclosure and reporting of abuse, neglect or exploitation.

These additional barriers may include:

- assumptions that changes in a young person's behaviour, mood or injuries are related to their SEND or medical condition without further exploration;
- increased vulnerability to peer isolation, bullying and prejudice-based bullying, including situations where the young person may not outwardly show the impact;
- communication barriers or difficulties in recognising, understanding, managing or reporting abuse and other safeguarding concerns;
- a young person not understanding that what is happening to them constitutes abuse;
- increased vulnerability associated with intimate care, isolation from others or dependence on adults for care; and
- difficulties with cognitive understanding, including distinguishing between fact and fiction in online content, understanding the consequences of repeating online content or behaviours, or recognising associated risks.

These factors should not be assumed to be an inevitable consequence of SEND. Instead, staff must maintain professional curiosity and ensure that safeguarding indicators are appropriately explored rather than attributed automatically to a peron's disability, additional need or medical condition. The additional barriers identified in Keeping Children Safe in Education 2026 include misattribution of behaviour or injuries, communication difficulties, dependence on adults and difficulties understanding online content and risk.

Any safeguarding concern or report of abuse involving a child with SEND should involve close liaison between the Deputy Safeguarding Lead (DSL), Student Support Manager/Student Support Specialist and centre DSPO's. Juniper will consider whether additional pastoral support, adjustments or appropriate communication support are required to enable the young person to understand, communicate and report safeguarding concerns effectively.

Staff should also have regard, where appropriate, to the SEND Code of Practice: 0 to 25 years and Supporting Pupils at School with Medical Conditions, alongside relevant specialist safeguarding advice and support.

2.8 The use of 'Reasonable Force'

There are limited circumstances in which staff may use reasonable force to safeguard a student. Reasonable force covers a broad range of actions involving a degree of physical contact to control or restrain a student. This may range from guiding a student to safety by the arm to more significant intervention, such as breaking up a fight or restraining a student to prevent violence or injury. Any use of reasonable force must be necessary, proportionate to the circumstances and use no more force than is necessary for the least amount of time. What constitutes reasonable force will depend on the individual circumstances of each situation.

The decision on whether or not to use 'reasonable force' to control or restrain a student is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances. Advice on how to make this assessment is provided in the Restrictive interventions, including use of reasonable force in school's guidance.

When considering the use of reasonable force in situations involving students with SEND, mental health needs or medical conditions, Juniper recognises the additional vulnerabilities of these students and will ensure that associated risks are carefully considered. Staff must have regard to Juniper's duties under the Equality Act 2010, including the requirement to make reasonable adjustments and comply with the Public Sector Equality Duty, where applicable. Wherever possible, positive and proactive approaches will be used to reduce the likelihood of challenging behaviour and the need for reasonable force. This may include individualised behaviour support or plans for vulnerable students, developed and agreed in partnership with parents/carers where appropriate

3.0 Roles and Responsibilities within Juniper

Governors have overall responsibility for:

- Ensuring arrangements are in place to safeguard and promote the welfare of all students and staff.
- Providing scrutiny and challenge; holding the Senior Safeguarding Lead to account to ensure that there are accurate and up to date records in place to protect the safety and welfare of all students and staff.

Chief Executive Officer has overall responsibility for:

- Ensuring arrangements are in place to safeguard and promote the welfare of all students and staff.
- Managing safer recruitment processes.
- Overseeing and ensuring adherence to all safer recruitment processes, as detailed in part 3 of the 'Working Together to Safeguard Children in Education' statutory guidance document.
- Contacting and liaising with the Local Authority Designated Officer (LADO) where allegations have been made about a staff member.
- Ensuring compliance with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult.
- Helping to develop better processes.
- Helping to shape policy.
- Providing scrutiny and challenge; holding the Senior Safeguarding Lead to account to ensure that there are accurate and up to date records in place to protect the safety and welfare of all students and staff.

Director of Quality manages Safeguarding and takes on the role of Senior Safeguarding Lead. Has overall responsibility for:

- Ensuring arrangements are in place to safeguard and promote the welfare of all students and staff.
- Ensuring safeguarding incidents are being effectively managed and monitored by the Designated Safeguarding Prevent Officers (DSPOs).
- Ensuring appropriate decisions are made in respect of reported incidents.

- Ensuring procedures as dictated by the Policy are adhered to.
- Ensuring records of reported concerns and actions taken are centrally maintained. Records should include 1) a clear and comprehensive summary of the concern 2) details of how the concern was followed up and resolved 3) a note of any action taken, decisions reached and the outcome
- Providing monthly reports and raises issues at Management Board level.
- Ensuring accurate assessment of Safeguarding practise through effective Self-Assessment processes.
- Contacting and liaising with the Local Authority Designated Officer (LADO) where allegations have been made about a staff member.
- Policy and process development and review.
- Carrying out reporting to ensure that effective measures are in place to Safeguard students' welfare and ensure that appropriate actions, interventions, recording and support measure are in place.
- Keeping accurate and up to date records.
- Overall responsibility to ensure that the wellbeing and safety of students is being robustly monitored and vulnerable students are being kept safe from harm.
- Providing summary reporting and updates at Governance Meetings
- Be aware of the requirement for students to have an Appropriate Adult in relation to ongoing enquires under Section 47 of the Children Act 1989 and police investigations. Further information can be found in the statutory guidance - PACE Code C 2019.
- Take the lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems and processes in place.

Deputy Senior Safeguarding Lead supports the Senior Safeguarding Lead at an operational level. The Student Support Manager and Student Support Specialist may also deputise for the Director of Quality. They have responsibility for:

- Ensuring safeguarding incidents are being effectively managed and monitored by the Designated Safeguarding Prevent Officers (DSPOs)
- Ensuring appropriate decisions are made in respect of reported incidents
- Ensuring procedures as dictated by the Policy are adhered to
- Act as a source of support, advice and expertise for all staff
- Carrying out weekly audits and checks, making recommendations for improvement and suggested further actions
- Helping develop better processes
- Policy and process development and review
- Carry out reporting to ensure that effective measures are in place to Safeguard students' welfare and ensure that appropriate actions, interventions, recording and support measure are in place.
- Keeps accurate and up to date records. Records should include 1) a clear and comprehensive summary of the concern 2) details of how the concern was followed up and resolved 3) a note of any action taken, decisions reached and the outcome
- Carries out case closure reviews.
- Delivers staff training and CPD on topics relating to safeguarding
- Contacts and liaises with the Local Authority Designated Officer (LADO) where allegations have been made about a staff member.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies, so that students' needs are considered holistically.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on the student's attendance, engagement and achievement at Juniper.
- Ensure that we know students who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, helping them to reach their potential.

- Be aware of the requirement for students to have an Appropriate Adult in relation to ongoing enquires under Section 47 of the Children Act 1989 and police investigations. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Take the lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems and processes in place.

Student Support Manager & Student Support Specialist acts as Deputy Senior Safeguarding Lead and supports the Senior Safeguarding Lead at an operational level thus taking on the responsibilities as listed above. Also has responsibility for:

- Co-ordinating and delivering Safeguarding/Prevent training for new employees and refresher training for current employees.
- Training staff on the completion of Support Plans for SEND/Vulnerable Groups.
- Keeping accurate and up to date records in place for staff training and CPD activities relating to Safeguarding and Prevent.
- Ensuring all staff training is up to date and accurate records are in place for all staff within the organisation and that is at an appropriate level for their job role.
- Providing HR with accurate and up to date information from external agencies for teaching assistants/support staff (recruitment vetting, DBS & barred list checks), so that they can be added to the Single Central Record (SCR).

Head of Quality has responsibility for:

- Collating the ongoing report carrying out checks as part of the Provision Review process, making recommendations for improvement and suggested further actions.
- Ensuring procedures as dictated by the Policy are adhered to.
- Helping develop better processes.
- Policy and process development and review.
- Undertaking the risk assessment of students' wellbeing and safety through monitoring in Provision Reviews.
- Ensuring that students know who to report to if they feel at risk of harm.
- Ensuring that students are aware of who the Designated Safeguarding Prevent Officers are.
- Keeping accurate and up to date records.

The Director of Foundation Learning, the Director of Apprenticeships, Area Managers & Head of Sport have responsibility for:

- Carrying out the ongoing reporting on students' safety and wellbeing via PM/ACM monthly reviews in each of their areas; to ensure that effective measures are in place to safeguard the safety and wellbeing of all students at risk.
- Ensure that appropriate actions, interventions and support measure are in place for vulnerable students.
- Ensuring appropriate decisions are made in respect of reported incidents.
- Ensuring procedures as dictated by the Policy are adhered to.
- Ensuring accurate records are kept of all updates and checks on wellbeing through open case reviews.
- Carrying out case closure reviews, when required.

Operations Director has responsibility for:

- Ensuring arrangements are in place to safeguard and promote the welfare of all students and staff.
- Providing scrutiny and challenge; holding the Senior Safeguarding Lead to account to ensure that there are accurate and up to date records in place to protect the safety and welfare of all students and staff.
- Supporting as the Senior Leadership Team member with responsibility for filtering and monitoring, ensuring Juniper maintains appropriate and effective filtering and monitoring arrangements across its IT systems, networks and devices used by students.
- Ensuring that Juniper's filtering and monitoring provision is reviewed at least once every academic year, with the support of the Senior Safeguarding Lead, Data Manager and relevant IT

support, and ensuring that the outcome of the review, identified risks and actions are formally recorded. This reflects the strengthened KCSIE 2026 requirement.

- Ensuring appropriate oversight of the effectiveness of Juniper's filtering and monitoring systems, including assurance that they operate across relevant users, devices, systems and locations and provide an appropriate balance between safeguarding students and supporting teaching and learning.
- Ensuring appropriate arrangements are in place for the identification, escalation and management of safeguarding concerns arising through monitoring of Juniper's IT systems, including clear routes for relevant concerns or alerts to be referred promptly to the Senior Safeguarding Lead, Deputy Senior Safeguarding Lead or appropriate DSPO.
- Working with the Senior Safeguarding Lead, Data Manager and IT support to ensure that changes to technology, systems, networks, applications and online services, including generative AI technologies, are considered from a safeguarding, online safety, data protection and information security perspective before and during their use.
- Ensuring appropriate cyber security, access control, information security, business continuity, backup and recovery arrangements are maintained to reduce the risk of unauthorised access, loss, compromise or inappropriate disclosure of safeguarding and student information.
- Ensuring that appropriate systems and processes are available to enable staff to securely record, store, access and share safeguarding information, including information held within CPOMS.
- Ensuring that contracts and arrangements with relevant external IT, software, cloud and data service providers appropriately address information security, data protection and safeguarding requirements.
- Working with the Senior Safeguarding Lead and Data Manager to ensure that relevant safeguarding information can be securely accessed when required, while access remains appropriately restricted on a need-to-know basis.
- Ensuring significant IT, cyber security, filtering, monitoring or data security incidents that could create or indicate a safeguarding risk are promptly escalated to the Senior Safeguarding Lead and other appropriate senior leaders.

Data & IT Manager has responsibility for:

- Supporting the Operations Director, Senior Safeguarding Lead and relevant IT support in ensuring that Juniper's IT, data and information management arrangements contribute effectively to the safeguarding of students.
- Supporting the implementation, maintenance and technical assurance of Juniper's filtering and monitoring arrangements and ensuring that identified technical issues, gaps or failures are promptly reported and escalated to the Operations Director, Senior Safeguarding Lead and IT support as appropriate.
- Supporting the annual review of filtering and monitoring arrangements, providing appropriate technical information and evidence to enable the Operations Director and Senior Safeguarding Lead to assess their effectiveness. The DfE standards specifically envisage senior leadership, safeguarding and IT working together in this area.
- Ensuring, in conjunction with IT support, that appropriate technical controls are implemented to protect student and safeguarding information, including role-based access controls, authentication, account management, secure storage, appropriate permissions and protection against unauthorised access.
- Ensuring access to systems containing safeguarding or sensitive student information is granted only to appropriately authorised personnel and that access rights are reviewed and removed or amended where roles or employment circumstances change.
- Supporting the secure storage, integrity, availability, backup and recovery of safeguarding and other sensitive student information held within Juniper's information systems.
- Supporting the secure electronic transfer and sharing of safeguarding information and ensuring that appropriate technical methods are available to staff when sensitive information needs to be shared with authorised external agencies or education providers.

- Ensuring that relevant systems containing personal and safeguarding information are managed in accordance with Juniper's Data Protection, Information Security, Data Retention and associated policies and applicable data protection legislation.
- Supporting the Senior Safeguarding Lead in ensuring that safeguarding information can be located, retrieved and securely transferred when required, including where a student transfers to another education provider.
- Maintaining appropriate audit trails, system records and access information where available and required, and supporting authorised safeguarding investigations where relevant electronic information may need to be preserved or retrieved.
- Ensuring that suspected or actual data breaches, cyber incidents, unauthorised access or loss of information involving children or safeguarding information are immediately escalated through Juniper's information security/data breach procedures and to the Senior Safeguarding Lead where there may be a safeguarding risk.
- Supporting appropriate data retention and secure disposal arrangements so that safeguarding information is retained for the required period and securely deleted or destroyed when lawfully appropriate.
- Working with IT support to ensure new systems, applications and technologies involving student information are appropriately assessed for data protection, information security and safeguarding risks before implementation.
- Supporting appropriate technical measures relating to the safe use of generative AI and other emerging technologies within Juniper's digital environment.

Curriculum Manager has responsibility for:

- Ensuring all staff training is up to date and accurate records are in place for all staff within the organisation and that is at an appropriate level for their job role.
- Ensuring that risk assessments are undertaken and are in place for all external WEX visits and trips.
- Developing training materials that incorporate Safeguarding, Prevent and British Values within lessons/delivery to raise students' awareness.
- Carrying out frequent observations of Teaching, Learning and Assessment, ensure that students understand how to protect themselves and keep themselves safe.
- Ensuring that students know who to report to if they feel at risk of harm
- Ensuring that students are aware of who the Designated Safeguarding Prevent Officers are.
- Must have Safeguarding and Induction Training and attend regular CPD and Safeguarding Prevent/Refresher Training, relevant for their job role responsibilities.

Performance Managers/Apprenticeship Contract Managers act as Designated Safeguarding Prevent Officers (DSPOs) for their provision. Have responsibility for:

- Keeping students safe and free from harm. Review the learning and working environment in training centres.
- Making referrals to multi-agency teams and reports all incidents/suspicions within specified timeframes to the appropriate agencies. NPCC- When to call the police should help designated safeguarding officers to understand when they should consider calling the police and what to expect when they do.
- Conducting Risk Assessments.
- Ensuring that risk assessments are undertaken and are in place for all external WEX visits and trips.
- Helping to develop better processes.
- Helping to shape policy.
- Must have Safeguarding and Induction Training and attend regular CPD and Safeguarding Prevent/Refresher Training, relevant for their job role responsibilities.
- Keeps accurate and up to date records. Records should include 1) a clear and comprehensive summary of the concern 2) details of how the concern was followed up and resolved 3) a note of any action taken, decisions reached and the outcome
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies, so that students' needs are considered holistically.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on the student's attendance, engagement and achievement at Juniper.
- Ensure that we know students who have or have had a social worker, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort, helping them to reach their potential.

Designated Safeguarding Prevent Officers (DSPOs): assist the Performance Manager/ Apprenticeship Contract Managers, thus taking on the responsibilities as listed above.

HR has responsibility for:

- Recruitment, selection and pre-employment vetting of new staff including verifying a candidate's identity and right to work (and carrying out additional checks if they have worked/lived outside of the UK); assessing a candidate's mental and physical fitness to carry out their work responsibilities and verifying professional qualifications (as appropriate).
- Adherence to all safer recruitment processes as detailed in part 3 of the 'Keeping Children Safe in Education' (2026) statutory guidance document.
- Seeking information about employment history and obtaining references for all staff members.
- Managing the application process for DBS checks for all staff, students and volunteers at the appropriate level required for their role.
- Carries out barred list checks for new staff where applicable.
- Keeping accurate and up to records of staff DBS in the Single Central Record (SCR).
- Arranging safeguarding induction training for all new staff.
- Informing PMs/ACMs of those new staff who start in but cannot be left unsupervised until DBS at the appropriate level is obtained (blue badges).
- Checking that teaching staff are not subject to a prohibition order issued by the Secretary of State (via contact with teaching.status@education.gov.uk)

In addition to the above, the **HR Manager** has a responsibility to contact and liaise with the Local Authority Designated Officer (LADO) where allegations have been made about a staff member (where applicable).

All Staff (including staff employed by subcontractors):

- Have a responsibility to co-operate with management to ensure Juniper offers a safe working environment for students.
- Must have Safeguarding and Induction Training and attend regular CPD and Safeguarding Prevent/Refresher Training, relevant for their job role responsibilities.
- All staff must ensure that they adhere to Juniper's Code of Conduct (please refer to the Staff Handbook).
- Report concerns about student safety and wellbeing to DSPOs in a timely manner.
- Safeguarding is a permanent agenda item at meetings, where all staff have the opportunity to raise, discuss and action Safeguarding concerns/issues.
- Must know the Designated Safeguarding Prevent Officers for their provision.
- Must know who the Senior Safeguarding Lead & Deputy Senior Safeguarding Lead is for Juniper.
- Educate students so that they develop skills and knowledge needed to keep them safe and recognise when they are at risk.

All Employers, Visitors & Volunteers:

- Have a responsibility to co-operate with management to ensure that they offer a safe working environment for all students, to safeguard their welfare and protect them from harm.
- Be aware of their responsibilities with regards to protecting the safety and welfare of vulnerable students.

- Be aware of the reporting procedures and know who to contact if they have concerns for the safety and wellbeing of the vulnerable individual.
- Must have contact details for the Designated Safeguarding Prevent Officers to report concerns for the individual's safety and wellbeing.
- All Employers, Visitors and Volunteers must work in accordance with the Safeguarding, Policies and Procedures and the Visitor Guidelines set out in the Employer Risk Assessment Packs.
- Keeping accurate and up to date records of all concerns raised by the Vulnerable Individual.

All staff are responsible for ensuring that they keep up to date with changes in government legislation as informed in our Safeguarding Policy. **All staff MUST** read and understand **Part 1 – Safeguarding Information for all staff, and Annex A – Further Information** of the **'Keeping Children Safe in Education'** (September 2026) statutory guidance, published on the .GOV website – (there are five parts in this guidance document, but **Part 1** – **Safeguarding Information for all staff & Annex A – Further Information** is the **absolute minimum for ALL staff** employed at Juniper. Staff working in HR and any staff involved in recruitment or interviewing potential staff must read and understand as a minimum **Part 1, Part 3** and **Annex A**. Management Board members, Governors and the HR Manager must read and understand **all the five parts and Annexes** of the guidance document).

Annex A contains important information and is a very useful source for the "Definitions and Types of Abuse" and "Specific Safeguarding Issues". A link to this document is provided below and a copy of the document is saved in the Policies Section of the intranet and on Juniper's website.

https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf

4.0 Definitions and types of Abuse, Neglect and Exploitation

'Child abuse, neglect, exploitation and modern slavery' is a generic term encompassing all ill treatment of young and vulnerable children, including serious physical and sexual assaults, as well as cases where the standard of care does not adequately support the persons health or development.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Keeping Children Safe in Education (September 2026) sets out definitions and examples of the four broad categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Plus, specific guidance for specific categories of abuse including:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Child on Child Abuse including bullying and sexual violence and sexual harassment
- Domestic Abuse
- Serious Violence
- Female Genital Mutilation
- Mental Health
- Online Safety & Risks

4.1 Physical Abuse

Is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness.

4.2 Emotional Abuse

The persistent emotional maltreatment of a young person such as to cause severe and adverse effects on their emotional development. It may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling as well as not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on them. These may include interactions that are beyond the young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing the person frequently to feel frightened or in danger, or the exploitation or corruption of persons. Some level of emotional abuse is involved in all types of maltreatment of a person, though it may occur alone.

4.3 Sexual Abuse

Involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape, oral sex or penetration with an object) and non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving them in looking at, or in the production of, sexual images, watching sexual activities, encouraging them to behave in sexually inappropriate ways, or grooming a person in preparation for abuse (including via the internet). Sexual abuse in not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and Juniper's Safeguarding Policy and procedures for dealing with it.

4.4 Neglect

The persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home and abandonment; failing to protect a person from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate caregivers or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a young person's basic emotional needs.

4.5 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Abusers are increasingly using the internet to target vulnerable children. It can happen across any device that's connected to the web, like computers, consoles, tablets, mobile phones and smart speakers. Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming.

Child Criminal Exploitation (CCE)

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

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, oral sex or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual, organised network or gang and children may identify as part of one of these groups. Most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

4.6 Child-on-Child Abuse including bullying, sexual violence and sexual harassment

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon

- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- abuse in intimate personal relationships between peers
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual making and sharing of nudes or semi-nude images, including those generated by AI. **Please note:** incidents of sharing nude or semi-nude images require a safeguarding response whether they are consensual or non-consensual.
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny (hatred towards females) and misandry (hatred towards males).

All staff should be aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be clear on Juniper's policy and procedures with regards to child-on-child abuse and in particular DSPOs must know what action to take (See Juniper's Behaviour Policy).

All staff should understand that even if there are no reports it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their DSPO.

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

4.7 Domestic Abuse

All staff must be aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

4.8 Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a student carrying or using a weapon (or expressing intent to do so) to the DSPO. The DSPO should assess the risk to both the individual student and others in the setting, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Juniper plays a key role in protecting students from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a student may be at risk of or involved in serious violence. These risks are higher for students with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Staff should also try to be alert to when students might be at highest risk around the day (for example, immediately after attending centre/site). Further information on indicators, risk factors, and protective actions relating to serious violence is provided in Annex A.

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support (practical guidance on evidenced support is available from the Youth Endowment Fund (YEF) (the "what works" centre for preventing violence).

Additional information and support
Departmental advice What to do if you're worried a child is being abused: advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout that advice and will be particularly helpful for all staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex A contains important additional information about specific forms of abuse, exploitation, and safeguarding issues, ALL staff should read Annex A.

All staff should be aware of indicators, which may signify that children are at risk from or are involved with serious violent crime. All staff should be aware of associated risks and understand the measures in place to manage these and in particular DSPOs must know what action to take. Guidance is provided in the Home Office publications ***Preventing Youth Violence and Gang Involvement***:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
and ***Criminal Exploitation of Children and Vulnerable Adults: County Lines:***
https://assets.publishing.service.gov.uk/media/65322ad1e839fd001486720d/2023_FOR_PUBLICATION_-_Criminal_exploitation_of_children_young_people_and_vulnerable_adults_county_lines1.pdf

4.9 Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regards to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

4.10 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Education staff, however, still have an important role to play. Specifically, they can support the fulfilment of four key roles:

- Promoting good mental wellbeing and preventing the onset of mental illness.
- Observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one.
- Ensuring early targeted support is provided.
- Liaison with/referral to specialist services where needed.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually like, and physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Staff should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSPO. The DSPO should consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

In addition, staff should consider the range of locally available support to meet the needs of children and young people that are outside of education settings that might be suitable, for example early support hubs and young futures hubs.

The Department for Education has published advice and guidance to help them identify children in need of extra mental health support. Additional guidance and resources can be found on the Promoting and supporting mental health and wellbeing in schools and colleges website on GOV.UK. The department has also published advice and guidance on Preventing and tackling bullying (which may also be useful for colleges). The NHS Every Mind Matters website also contains helpful information and advice about Looking after a child or young person's mental health. In addition, the Hub of Hope is the UK's leading mental health support database. It brings local, national, peer, community, charity, private and NHS mental health support and services together in one place, so that anyone struggling can find the most appropriate support.

4.11 Online Safety & Risks

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We take a whole provider to protect and educate students and staff in their use of technology, through discrete and embedded learning for students, and through staff training for staff. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk *(page 46, paragraph 164 of Keeping Children Safe in Education 2026)*:

Content – Being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact – Being subjected to harmful online interaction with other users or generative AI applications that simulate this for example: for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct – Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images including those generated using AI (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce – Risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 4G and 5G). This access means that some young people, whilst attending Juniper Training, may sexually harass, bully, control others via their mobile phone and smart technology, share indecent (make or sharing of nudes or semi-nude, including those generated by AI) images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. It is imperative that all staff are vigilant and apply professional curiosity in identifying risks or signs of online abuse and deal with instances appropriately.

Guidance to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing) can be found at Generative artificial intelligence in education.

To complement this, the department, in partnership with the Chiltern Learning Trust and Chartered College of Teaching, have published online resources to help school and college staff to use AI safely and effectively. Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

There is a wealth of additional information available to support schools, colleges, providers and parents to keep children safe online. A sample is provided in Annex A of KCSIE (September 2026).

Definitions:

Misinformation – This is false or misleading information that shared by someone who believes it to be true. They are not trying to cause harm, but what they pass on is still wrong and can mislead others. Example: A parent shares inaccurate health information on social media, thinking it will help others.

Disinformation – This is false information that is deliberately created and spread to cause harm, mislead, or manipulate people. It is intentional. Example: A fake news story is published online to influence how people vote or to stir up fear about a group of people.

Conspiracy Theories – belief that a secret but influential group or organisation is responsible for a notable event. For example, a political party is controlling certain events. Conspiracy theories are not necessarily true with many lacking real evidence, but they can be influential.

5.0 Specific Safeguarding Issues

5.1 Identified Safeguarding Issues

Specific types of abuse have been recognised by the government and all staff should have a good awareness of the safeguarding issues listed below the information is taken from **Annex A – Further Information** in **'Keeping Children Safe in Education' (September 2026)** statutory guidance:

- Child Abduction and Community Safety Incidents
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Child-on-child Abuse
- Children and the Court System
- Children who are Absent from Education (including children missing from home or care)
- Children with Family Members in Prison
- Cybercrime
- Domestic Abuse (including Operation Encompass)
- Homelessness
- Modern Slavery and the National Referral Mechanism (including Trafficking)
- Preventing Radicalisation (including Educate Against Hate)
- Serious violence (including gangs and youth violence & violence against women & girls VAWG)
- Honour or Faith-based Abuse (including female genital mutilation & forced marriage). Please note: This **must** be reported to the Police if the person is younger than 18
- Bullying & Harassment
- Drugs & Alcohol
- Health & Wellbeing (including mental health & fabricated/induced illness)
- Online Safety (including support for children & parents)
- Private Fostering
- Serious Violence
- Sexual Harassment
- Sexual Violence
- Harmful Sexual Behaviour
- Sharing Nudes & Semi-nudes (including those generated by AI)

Please note that this list is not exhaustive and will be revised and revisited in line with government legislation.

All staff should have an awareness of safeguarding issues that often overlap and can put children at risk of harm. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender-based violence/sexual assaults, upskirting and the making or sharing of nudes or semi-nude images including those generated by AI. Staff should be clear on Juniper's policy and procedures with regards to child-on-child abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed by following the links provided within the **'Keeping Children Safe in Education' (September 2026)** statutory guidance **(Annex A):**

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Juniper also signposts students to a plethora of national and local support agencies for further advice and guidance and these links are stored on Juniper's website and staff intranet:

https://www.junipertraining.co.uk/iag/

Juniper's Prevent Duty Statement

Juniper is fully committed to safeguarding and promoting the welfare of all students. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. All our staff, students, visitors, contractors and volunteers working on behalf of or in conjunction with Juniper are expected to uphold and promote the fundamental principles of human rights and British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

This statement reinforces our expectation that staff are fully engaged in being vigilant about radicalisation and extremism; that they overcome any professional disbelief that such issues will happen here and ensure that they work alongside each other, professional bodies and external agencies to ensure that our staff and students are safe from harm.

Juniper's Prevent Duty Strategy

Juniper seeks to create learning environments that prevent students and apprentices from being drawn into terrorism, including violent and non-violent extremism. To ensure that this aim is achieved, Juniper completes the following actions:

1. Staff Training

All new staff attend Prevent induction training which allows staff; to be aware of how to understand those who may be vulnerable to being drawn into terrorism, how to identify why some people are able to influence and manipulate others to commit crimes, how to recognise when an individual may be in need of help and how to make referrals to Police Prevent Teams within Juniper. Regular updates and refresher training sessions are delivered to staff as part of their ongoing CPD, to ensure their knowledge remains current and up to date with local and national trends.

2. Student Training and Development

During their time on programme, students are provided with dedicated Prevent sessions that educate them about Prevent and inform them how to remain safe within centre, the workplace and the wider community. Additionally, students participate in sessions that cover; e-Safety, knife crime and British values.

Regular student reviews are completed and each review features personalised discussions about Prevent and British values. This ensures that students are able to apply their knowledge to their individual circumstances and contexts allowing them to understand the risks of being drawn into extremism, how to safeguard themselves/others and who to report concerns to.

3. Vetting of External Speakers, Visitors & Volunteers

External speakers coming into Juniper centres are robustly vetted to guarantee that students are not exposed to extreme views or radical ideologies. Approved external speakers are authorised by Performance Managers. Juniper staff members are always present and if external speakers were to express views that disregards Juniper's policies, staff will cease the session, and the external speaker will be prevented from running future talks/sessions.

All visitors coming into Juniper centres are informed of Juniper's Prevent Duty Statement and required to sign a visitor declaration, confirming that they understand Juniper's Prevent guidelines and principles.

4. Partnerships with External Agencies

Juniper has strong relationships with the Regional Prevent Coordinators HE/FE for the areas that Juniper operates in. Attendance at the regional Prevent meetings helps the company to remain up to date with current and emerging terrorism threats, with updates cascaded to centre staff via their line manager. To compliment the formal regional meetings that are attended, the company Senior Safeguarding Lead, Deputy Senior Safeguarding Lead receive email updates from the Regional Prevent Coordinators HE/FE, with updates cascaded to all staff.

Effective partnerships with local Police Counter Terrorism Teams have been formed and all centres are aware of local procedures on how to make referrals to their local Police Prevent Teams. Centres regularly engage with their local Police Prevent Teams when concerns are raised about students. Training is delivered by local Police Prevent Teams periodically to staff, so that they understand the local risks and trends. There have been many instances where local Police Prevent Teams have also delivered training directly to individuals and groups of students.

5. IT Monitoring and Filtering

Technology forms an integral part of the wider world and Juniper duly seeks to embed this in all of its programmes. Juniper Training will adhere to the published filtering and monitoring standards to ensure we have appropriate, effective and robust filtering and monitoring systems in place and that students are safeguarded whilst they are online and are accessing and using Juniper's IT facilities. Filtering and monitoring provision will be regularly reviewed as part of the Prevent risk assessment process. Reviews are carried out by the SLT member responsible for filtering and monitoring, with the support of the senior (and deputy) safeguarding lead and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. Staff will remain vigilant at all times; they investigate and escalate matters when there are concerns about individuals/groups of students, as per Juniper's Safeguarding procedures.

Further information on the filtering and monitoring standards can be found here. Filtering and monitoring standards. Where children are being asked to learn online at home the Department for Education has provided advice to support schools and colleges do so safely: safeguarding-and-remote-education

The Department for Education has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.
https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations

6.0 Signs and Indicators of possible abuse and radicalisation

When considering whether there is enough information and evidence to suggest a young or vulnerable student has been abused, there are several possible indicators. However, there may also be a reasonable explanation, so it is important to remain vigilant, but not be overzealous nor jump to conclusions. There may also be no signs or indicators or abuse, however, this does not necessarily mean that a report of abuse is false.

6.1 Signs suggesting physical abuse may include:

- Unexplained injuries not consistent with the explanation given for them, or frequent visits to the GP or hospital
- Person appears frightened or behaves differently when in the presence of particular people
- Person exhibiting self-harm
- Unexplained bruising, fractures, burns, pinch, bite or grip marks
- Person exhibits a change in usual behaviour

6.2 Signs suggesting sexual abuse may include:

- Pregnancy as a result of an act of abuse
- An allegation made by an individual
- Individuals with an excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Person is very withdrawn or unusually subdued
- Eating disorders
- Bruising on inner thighs, upper arms or chest
- Person experiences pain, itching or bleeding in genital / anal area

6.3 Signs suggesting emotional abuse may include:

- Person has low self-esteem, is fearful, anxious, depressed or withdrawn
- Obsessive or ritualistic behaviour
- Person may suffer from insomnia or sleep excessively
- Sudden over-eating and weight gain
- Loss of appetite and weight loss
- Reluctant to make eye contact
- Changes or regressions in mood or behaviour

6.4 Signs suggesting neglect may include:

- Sudden or continuous weight loss
- Poor physical appearance or condition / body odour, dirty clothes
- Low mood
- Decaying teeth, overgrown toe nails
- A person may lack necessary aids like walking frames, hearing aids, glasses
- Insufficient or inappropriate clothing

6.5 Signs of child-on-child abuse may include:

- Failing to attend, disengaging from classes or struggling to carry out related tasks to the standard ordinarily expected
- Absent from education and/or home
- Physical injuries
- Experiencing difficulties with mental health and/or emotional wellbeing
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- 'Falling out with' or not associating with regular social group
- Broader changes in behaviour including alcohol or substance misuse
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Abusive behaviour towards others

6.6 Signs of financial abuse may include:

- Lack of money, even on days when for example benefits or bursary payments received
- Considerable debt and lack of money for basic living requirements
- Always asking to borrow money
- Some expressing sudden / inappropriate interest in a person and their money
- Sudden or unexplained withdrawals from a bank account
- Bank books, credit cards, bank cards are 'lost'

6.7 Signs of discriminatory abuse may include:

- Withdrawn and anxious
- Self-loathing/self-harm
- Defensive behaviour
- Loss of self-confidence – becoming self-critical
- Reluctance to socialise outside of own/known culture/caste
- Anger and aggression

- Feelings of heightened vulnerability
- Self-neglect in appearance and diet

6.8 Signs of radicalisation may include:

- Use of the internet to access extremist material or propaganda or harmful content
- Expressing of extremist views verbally or written, including through social media posts
- The condoning of acts of terrorism and violent extremism
- Change in a person's ideology or political views
- Inappropriate references to terrorism, extremism and violent extremism, including through online platforms

6.9 Signs of Serious Violence may include:

- Increased absence
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

6.10 Signs of Child Criminal Exploitation may include:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education
- Children who are coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others

6.11 Signs of Child Sexual Exploitation may include:

- All of the above indicators of CCE plus
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

6.12 Signs of Domestic Abuse may include:

- Absent from education
- Using the language of the perpetrator
- Change in usual behaviour
- Change in language used
- Physical signs, such as bruising, swelling, self-harm, unexplained injuries and/or frequent visits to the GP, or hospital
- Change in health, well-being, development and ability to learn

7.0 Safer Recruitment

Juniper will take all possible steps to prevent unsuitable persons working with young or vulnerable students and in doing so will follow the good practice contained within the legislative document 'Keeping Children Safe in Education' (September 2026).

The following link provides more detailed guidance for Senior Managers, HR Staff and Performance Managers and Managers to consider when recruiting new staff in **Part 3** Safer Recruitment section in KCSIE.

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

7.1 When interviewing potential staff we will ensure:

- There is an open recruitment process
- There is a rigorous interview with specific questions relating to Safeguarding
- Applicants identity and claims to academic or vocational qualifications will be verified
- References will be taken up by direct contact with referees; for their last 3 years of employment
- Evidence of the date of birth and address of the applicant will be obtained
- Where appropriate, an Enhanced Disclosure and Barring Service Check will be conducted
- Ensure that teaching staff are not subject to a prohibition order issued by the Secretary of State

Where a position requires an enhanced DBS Check e.g. they are employed and are in regulated activity (see below for definition), this will be made clear on the job advert and application form/job specification. Where a DBS check is required (including employed staff, trainee teachers and contractors), they will not be allowed to work unaccompanied until this has been received.

All applicants will complete an application form enabling them to have the same opportunity to provide information about themselves and assist in identifying any gaps in their employment history.

Definition of regulated activity relating to children (Children includes everyone under the age of 18).

Regulated activity

In summary, a person will be engaging in regulated activity with children if they work on a frequent basis in a specified establishment, such as a school, or in connection with the purposes of the establishment, where the work gives opportunity for contact with children.

A person will also be in regulated activity if, as a result of their work or volunteering, they:

- **will be responsible, on a frequent basis in a school or college, for teaching, training instructing, caring for or supervising children, providing advice or guidance on physical, emotional or educational wellbeing, or driving a vehicle only for children, or**

- **engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once. Further details on regulated activity are below.**

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026.

Regulated activity includes:

a) **Paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children.**

b) Any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children.

Work under (a) or (b) is regulated activity only if done frequently, on more than 3 days in a 30-day period or overnight. Some activities are always regulated activities, regardless of frequency. This includes:

c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- **Personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.**

- **Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.**

Regulated activity will not be: • paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above.

During interviews, the panel will explore:

- The applicant's attitude to demeanour towards young or vulnerable students
- The applicant's ability to support our commitment to safeguarding and promoting the welfare of young or vulnerable students
- Any gaps in the applicant's employment history
- Any concerns or discrepancies arising from the information obtained

As part of the shortlisting process, an online search of the applicant(s) will be conducted to identify any incident or issues that have happened and that are publicly available online. Such Incidents and issues will be explored with the applicant during the interview process. Shortlisted applicants will be informed that online searches will be conducted as part of due diligence checks.

A Single Central Record (SCR) will be held for all staff employed by Juniper, and this will be updated on an on-going basis. Copies of DBS records do not need to be kept to fulfil the duty of maintaining the single central record. Juniper Training will comply with the requirements of the Data Protection Act 2018.

7.2 Post Appointment

All staff will take part in an induction programme which will vary dependent on the nature of the role. The purpose of this will be to:

- Provide awareness and explanations of relevant policies, procedures and legislative documents.
- Provide support for the role in which they have been engaged.
- Provide opportunities for a new member of staff to ask questions or discuss concerns relating to their role or responsibilities.
- Enable individual line managers and colleagues to recognise any concerns about the persons ability or suitability from the outset and address them if deemed appropriate.
- Ensure that individuals are aware of reporting concerns and who the Designated Safeguarding Prevent Officers are.
- Ensure that individuals are aware of other relevant policies and procedures for example, Equality and Diversity Policy, Health and Safety Policy, Staff Handbook, Code of Conduct, Behaviour Policy and Attendance and Punctuality Policy.

7.3 Staff Training for Safeguarding & Prevent

All new staff are required to attend in-house mandatory Safeguarding Training and Prevent Training (Home Office Approved) as part of their induction when joining the organisation. This will include raising

awareness of online safety and the filtering and monitoring system and ensuring staff understand their roles and responsibilities in relation to this. All staff (apart from DSPOs – see below) will receive refresher Safeguarding Training as a minimum every 3 years in line with guidance laid down in the Keeping Children Safe in Education (September 2026) document.

All centres have Designated Safeguarding Prevent Officers. In addition to their Induction training for Safeguarding and Prevent, all new DSPOs receive Level 3 Safeguarding training and are supported in their DSPO role by their line managers and the Deputy/Senior Safeguarding Lead when handling their first cases. Designated Safeguarding Prevent Officers will attend refresher training every 2 years to ensure currency in their knowledge and skills of safeguarding. This training will ensure Juniper continues to have in place a competent, vigilant management framework and a systematic approach to Safeguarding.

All staff are kept up to date with legislative changes in Juniper's Safeguarding Policy and procedures updates and complete policy declarations when updates and amendments are made. All staff receive regular training and updates on safeguarding and Prevent, on training days and in centre meetings, including online safety training and the filtering and monitoring system. In addition to this, DSPOs receive regular safeguarding/Prevent CPD updates via Safeguarding e-bulletins.

In addition to the above, all line managers, HR and those responsible for recruiting, interviewing and appointing staff complete Safer Recruitment Training and a refresher every 2 years.

All governors will receive appropriate safeguarding and child protection (including online) safeguarding training, as part of their induction to make sure that they can provide strategic challenge around Juniper safeguarding policies and procedures. Their training will be regularly updated to comply with any legislative changes.

8.0 Procedure to undertake following a young or vulnerable student confiding about or suspecting a case of abuse, neglect or radicalisation

Where a young or vulnerable student seeks out a member of staff to confide in and share information about abuse, neglect or radicalisation, or talks spontaneously individually or in groups, our staff will:

- Listen carefully to them and not directly question him/her
- Give them time and attention
- Allow the person to give a spontaneous account; do not stop a person who is freely recalling significant events
- Make an accurate record of the information given taking care to record the timing, setting and people present, as well as what was said. Do not discard this as it may be needed at a later date as evidence
- Use the persons own words where possible
- Explain that they cannot promise not to speak to others about the information that has been shared

Reassure the person that:

- You are glad that they have told you
- That they have not done anything wrong
- Inform them of what you are going to do next
- Explain that help will be sought to keep them safe

The person should be asked NOT to repeat their account to anyone.

The DSPO must be informed immediately, who will investigate the concern and take appropriate action. All records of the investigation will be kept strictly confidential and stored in a secure place.

External agencies and resources on Child Protection can and will be used. A list of external safeguarding support agency key contacts can be found in Annex 2.

8.1 Safeguarding concerns and allegations made about staff, trainee teachers, including supply staff, volunteers and contractors

This part of Juniper's policy is about managing cases of allegations and/or concerns allegations that might indicate a person will pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including supply staff, trainee teachers, volunteers and contractors) may have:

- 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.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

These are known as the **'harm threshold'**.

See **part 4** of the 'Keeping Children Safe in Education' (September 2026) guidance document for more information.

These behaviours should be considered within the context of the definitions of abuse and neglect and should include allegation and/or concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual.
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence other 'grooming' behaviour giving rise to concerns of a broader child protection nature (for example, inappropriate text/e-mail messages or images, gifts, socialising etc.)
- Making or sharing of nudes of semi nudes, including those generated by AI).

Responding to an allegation or concern

An allegation against a member of staff, supply staff, trainee teachers, volunteer or contractor may arise from a number of sources (for example, a report from a child, a concern raised by another adult in the organisation, or a complaint by a parent). It may also arise in the context of the member of staff and their life outside work. Juniper must follow Local Authority Designated Officer (LADO) procedures in dealing with the allegations as they are there to protect both students and staff.

Supply Teachers, Trainee Teachers and Contracted Staff

Where concerns or allegations involve individuals not directly employed by Juniper, including supply teachers, trainee teachers or contracted staff, we will work in partnership with the relevant employment agency, business, contractor or training provider. Juniper retains responsibility for establishing the facts, managing the safeguarding process and liaising with the LADO, while the employer or provider will normally lead on any disciplinary action.

Juniper will not cease using a supply teacher or other agency worker solely because of safeguarding concerns without first establishing the facts and consulting the LADO. Consideration will be given, in conjunction with the agency or provider, to appropriate safeguards, including suspension or redeployment where necessary, during any investigation.

Employment agencies, contractors and teacher training providers must fully cooperate with enquiries from Juniper, LADO, police and children's social care, including sharing relevant information about any previous concerns or allegations. Agency representatives will be involved in allegations management processes as appropriate and kept informed of relevant developments.

Supply teachers and agency staff, while not employed by Juniper, are under the supervision, direction and control of the governing body/proprietor when working on site. They will be advised to seek support from a trade union representative or colleague where appropriate. The procedures outlined apply equally to trainee teachers.

Low Level Concerns - Concerns that do not meet the harm threshold for a LADO referral

Not all instances or allegations against a member of staff, trainee teachers, supply staff, volunteer or contractor will meet the harm threshold, these are known as 'low-level concerns'. However, the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of Juniper may have acted in a way that is inconsistent with our staff code of conduct, including:

- inappropriate conduct outside of work; and
- it does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

ALL STAFF are encouraged to report any concerns, no matter how small, regarding a staff member, trainee teachers, supply staff member, volunteer or contractor's behaviour to Tara Hughes – Senior Safeguarding Lead, Kerry Boylin – HR Manager, Lesley Holland – CEO or one of the Deputy Safeguarding Leads – Aaron Squires, Triona O'Donnell & Vic Davies.

When an allegation or concern is raised, it is imperative that the Procedures for Managing Allegations Against Staff are followed, as **only** Juniper's Senior Safeguarding Lead (or Deputy Safeguarding Leads), the HR Manager and the CEO can decide whether it is a 'low-level concern' that will be investigated and dealt with in line with Juniper's staff code of conduct. If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the LADO should be consulted. Where necessary, disciplinary action will be taken.

All concerns/allegations, including those which do not meet the harm threshold will be shared responsibly and with the right person, recorded on People HR and dealt with appropriately. If concerns are raised regarding a contractor, then Juniper will contact and notify their employer. Juniper will ensure that concerns/allegations are dealt with effectively to protect those working in or on behalf of our organisation from potential false allegations or misunderstandings.

See 'PROCEDURES FOR MANAGING CONCERNS AND ALLEGATIONS AGAINST STAFF, INCLUDING SUPPLY STAFF, TRAINEE TEACHERS, VOLUNTEERS AND CONTRACTORS' on next page.

Procedure for Managing Concerns and Allegations against Staff, Trainee teachers, Including Supply Staff, Volunteers and Contractors

Initial procedure by the person receiving or identifying an allegation or concern:
The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should make a written record of the information (where possible in the child/adult's own words), including the time, date and place of incident/s, persons present and what was said sign and date the written record. **Do not** ask the person disclosing to provide a written statement. **Do not** inform the person that the allegations are made against.



It is essential that this person to whom an allegation or concern is first reported does **NOT** investigate or ask leading questions, make assumptions or offer alternative explanations, or promise confidentiality. (Although it is acceptable to provide assurance that the information will only be shared on a 'need to know' basis.)



Immediately report the issue to the Senior Safeguarding Lead, HR Manager and CEO. Where the designated managers are absent, or are the subject of the allegation, they should approach the Deputy Senior Safeguarding Lead or another appropriate Management Board Member.
Juniper's Senior Safeguarding Lead, HR Manager and the CEO will decide the next course of action and whether the allegation/concern will be handled as a 'low-level concern' or referred to LADO.
The Senior Safeguarding Lead, HR Manager and the CEO will record the incident on People HR and will decide to:

- **Report to the LADO** - if it meets the harm thresholds.
- **Investigate internally** - if low level concerns and take any formal action, as appropriate.
- **Monitor** - record the concerns raised and monitor **BUT** a formal process (investigation) may be triggered if concerns are raised by more than one person about a specific staff member.



When informed of a concern or allegation that appears to meet the harm thresholds outlined in this procedure (see page 33), the Senior Safeguarding Lead, HR Manager or CEO should:

- Obtain the written details of the concern/allegation, signed and dated by the person receiving the allegation (not the child/adult making the allegation) approve and date the written details.
- Record any information about times, dates and location of incident/s and names of any potential witnesses.
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.



The Senior Safeguarding Lead, HR Manager and/or CEO **should NOT** investigate the matter or interview the member of staff, child concerned or potential witnesses. Instead, they must inform the relevant Local Authority Designated Officer (LADO) for their area within one working day.
Referrals should not be delayed in order to gather information and a failure to report an allegation or concern in accordance with procedures is a potential disciplinary matter.



The LADO will liaise with the Senior Safeguarding Lead, HR Manager and/or CEO to provide further advice and guidance on next steps and which other professionals need to be involved.
If an allegation requires immediate attention, but is received outside normal office hours, the designated senior manager should consult the local authority children's social care emergency duty team or local police and inform the Designated Officer (LADO) as soon as possible.

There are up to three strands in the consideration of an allegation:

1. A police investigation of a possible criminal offence.
2. Social care enquiries and/or assessment about whether a child is in need of protection or services.
3. Consideration by the employer of disciplinary action.

The Local Authority Designated Officer (LADO) and the Senior Safeguarding Lead or CEO should consider what action should be taken.

Informing the accused person
If the allegation meets the harm threshold, Juniper will seek advice from the Local Authority Designated Officer (LADO), the police and/or local authority children's social care about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer should, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (for example, disciplinary action, dismissal or referral to the DBS or regulatory body).

The accused person should:

- Be treated fairly and honestly and helped to understand the concerns expressed and processes involved.
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process.
- If suspended, be kept up to date about events in the workplace.

Position of Trust Meeting

The LADO may decide to call a Position of Trust Meeting. The purpose of this is to:

- Share all relevant information about the person who is the subject of the allegation and about the alleged child victim (including any previous allegations or concerns) with relevant professionals e.g. Children's Social Care, the Police, Ofsted etc.
- Plan the investigation/enquiries and set timescales for tasks to be undertaken.
- Agree how progress will be monitored by the LADO.
- Consider whether any other children are affected by the allegations (for example, any children of the accused, or other children in the organisational setting).
- Consider the support needs of any children affected and any action that needs to be taken to provide immediate protection or safeguard any children during the investigation.
- Determine any action that needs to be taken in respect of any other children identified including the need for a section 47 enquiry.
- Decide how regular information and support will be provided to the child and family and by whom.
- Ensure that the person who is the subject of the allegation is kept informed and supported.
- Plan all interviews and agree who should undertake them so that there is no confusion between a criminal investigation, section 47 enquiries and disciplinary processes.
- Consider whether circumstances require the accused to be suspended from contact with children in order to inform the employer's decision about this issue.
- Address any issues that are likely to arise (for example, media interest, resource implications).
- A follow up meeting/discussion should be held to ensure that all tasks have been completed, including any referrals to the DBS if required. Where appropriate this follow up meeting will agree an action plan for future practice based on lessons learnt.

Underlying Principles for Managing Allegations against Staff
When dealing with allegations against staff or volunteers the following principles should be applied:

1. Confidentiality - every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with the progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, and manage related disciplinary processes.

The police will not normally provide identifying information to the press or media, unless and until a person is charged, except in exceptional circumstances (for example, an appeal to trace a suspect).

2. Support – The employer, together with local authority children's social care and/or police (where they are involved), should consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies should take place in order to ensure that the child's needs are addressed.

As soon as possible after an allegation has been received, the accused member of staff should be advised to contact their union or professional association (if they have one) or a colleague for support. Human resources should be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements.

3. Suspension – Suspension should not be automatic. It should, however, be considered in any case where:

- There is cause to suspect a child has suffered, or is likely to suffer significant harm
- The allegation warrants investigation by the police
- The allegation is so serious that it might be grounds for dismissal.

4. Resignations and 'compromise agreements' – every effort should be made to reach a conclusion in all cases even if:

- The individual refuses to co-operate, having been given a full opportunity to answer the allegation and make representations.
- It is not possible to apply disciplinary sanctions (for example, if a person's period of notice expires before the process is complete).
- 'Compromise agreements' must not be used (i.e. where a member of staff agrees to resign provided that disciplinary action is not taken and that a future reference is agreed). A settlement/compromise agreement which prevents the employer from making a DBS referral when the criteria are met is likely to be considered a criminal offence (for failure to comply with the duty to refer).

Organised and historical abuse
Investigators should be alert to signs of organised or widespread abuse and/or the involvement of other perpetrators or institutions.

Historical allegations should be dealt with in the same way as contemporary concerns. It will be important to ascertain if the accused is currently working with children and to consider whether their current employer should be informed.

Whistle-blowing
All staff should feel confident to voice concerns about the attitude or actions of colleagues. It is the responsibility of each agency to advise their staff to access its internal whistle blowing policy. This should form part of staff members' induction process.

If a member of staff believes that a reported allegation or concern is not being dealt with appropriately by their organisation, they should report the matter to the Local Authority Designated Officer (LADO) for their area.

Timescales
Cases should be dealt with fairly and thoroughly but also as quickly as is practical, avoiding all unnecessary delays.

Supply Staff
In some circumstances Juniper will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst Juniper is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will Juniper decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, Juniper will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Allegations against staff in their personal lives
If an allegation or concern arises about the behaviour of a member of staff outside of their work, and this may present a risk of harm to children for whom the member of staff is responsible, the general principles outlined in these procedures will still apply.

Record Keeping and Monitoring Progress
Employers should keep a clear and comprehensive summary of the case record on a person's confidential personnel file and give a copy to the individual. The record should include details of how the allegation was followed up and resolved, the decisions reached, and the action taken. It should be kept at least until the person reaches normal retirement age or for ten years if longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification where a future DBS request reveals non convicted information and will help to prevent unnecessary reinvestigation if an allegation re-surfaces after a period of time. In this sense it may serve as a protector to the individual themselves, as well as in cases where substantiated allegations need to be known in order to safeguard future children.

Details of allegations that are found to be malicious should be removed from personnel records.

Outcome of allegation investigations
The evaluation or strategy meeting/discussion should take in to account the following definitions when determining the outcome of allegation investigations:

1. **Substantiated:** there is sufficient identifiable evidence to prove the allegation.
2. **False:** there is sufficient evidence to disprove the allegation.
3. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
4. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to either prove or disprove the allegation: the term therefore does not imply guilt or innocence.
5. **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Disclosure and Barring Service (DBS) was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

Juniper has a legal duty to refer information to the Disclosure and Barring Service (DBS) where the allegations are proven to be true. This will occur when one of the following mandatory conditions are met regarding a worker or volunteer in regulated activity.

Mandatory Conditions

Condition 1
You withdraw permission for a person to engage in regulated activity with children and/or vulnerable adults. Or you move the person to another area of work that isn't regulated activity.

This includes situations when you would have taken the above action, but the person was re-deployed, resigned, retired, or left. For example, a teacher resigns when an allegation of harm to a student is first made.

Condition 2
You think the person has carried out 1 of the following:

- Engaged in relevant conduct in relation to children and/or adults. An action or inaction has harmed a child or vulnerable adult or put them at risk of harm
- Satisfied the harm test in relation to children and/or vulnerable adults. For example, there has been no relevant conduct but a risk of harm to a child or vulnerable still exists
- Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence

Relevant conduct in relation to children

Relevant conduct is:

- Endangers a child or is likely to endanger a child
- If repeated against or in relation to a child would endanger the child or be likely to endanger the child
- Involves sexual material relating to children (including possession of such material)
- Involves sexually explicit images depicting violence against human beings (including possession of such images)
- Is of a sexual nature involving a child

A person's conduct endangers a child if they:

- Harm a child
- Cause a child to be harmed
- Put a child at risk of harm
- Attempt to harm a child
- Incite another to harm a child

Look at a list of examples of harm to children (PDF, 57.6 KB, 2 pages).

Disciplinary process

The Designated Officer (LADO) and the Senior Safeguarding Lead/CEO should discuss whether disciplinary action is appropriate in all cases where:

- It is clear at the outset or decided by an evaluation or strategy meeting/discussion, that a police investigation or section 47 enquiry is not necessary.

- The employer or Designated Officer (LADO) is informed by the police or the Crown Prosecution Service that a criminal investigation and any subsequent trial is complete, or that an investigation is to be closed without charge, or a prosecution discontinued.
- The discussion should consider any potential misconduct or gross misconduct on the part of the member of staff, and take into account:

Learning lessons

At the conclusion of the process, the employer and the Designated Officer (LADO) should review the circumstances of the case to determine whether there are any improvements to be made to the organisation's procedures or practices.

8.2 Anonymous Allegations

Concerns raised anonymously tend to be far less effective, and depending on the level of information the matter may not be investigated.

The decision taken to investigate the matter will depend upon:

- The seriousness of the matter
- Whether the concern is believable
- Whether an investigation can be carried out on the information provided

8.3 Staff Code of Conduct

The Code of Conduct should guide all actions taken by staff and anyone else working on behalf of Juniper. All staff within Juniper has a crucial role to play in shaping the lives of our students. Staff have a unique opportunity to interact with students in ways that are both affirming and inspiring. The Staff Code of Conduct has been produced to help staff working in all settings to establish safe and responsive environments which safeguard students and reduce the risk of being unjustly accused of improper or unprofessional conduct.

Please refer to the Staff Handbook for the full Staff Code of Conduct. This should be used in conjunction with the following policies:

- Equality and Diversity Policy
- Disciplinary Policy
- Whistleblowing Policy
- Harassment Policy
- Data Management Policy
- Information Security and related policies
- Anti-bribery Policy
- Gifts/Corporate hospitality Policy

9.0 Managing Child on Child Sexual Violence and Sexual Harassment

This section is about managing reports of child-on-child sexual violence and sexual harassment which may include misogyny/misandry. Information has been taken from **Part 5** of **'Keeping Children Safe in Education'** (September 2026) Guidance. It is included in this policy to help staff understand and manage the process for dealing with Child-on-Child Sexual Violence and Sexual Harassment.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. We should not feel that we are alone in dealing with sexual violence and sexual harassment. The Police and Children's Social Care are important partners and there are specialist support agencies that can also help such as:

- **The NSPCC** who provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk The helpline provides expert advice and support for school and college staff and will be especially useful for DSPOs

- Specialist sexual violence sector organisations such as Rape Crisis or The Survivors Trust.

- The Lucy Faithful Foundation in collaboration with the Home Office, has developed Shore Space, a confidential online chat service supporting young people who are concerned about their own or someone else's thoughts and behaviour.

9.1 Definitions of Child-on-Child Sexual Violence and Sexual Harassment:

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE – Juniper staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- **Sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- **Sexual "jokes" or taunting**
- **Physical behaviour,** such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.

- **Online sexual harassment**. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  ~ consensual and non-consensual sharing of sexual images and videos (nude or semi-nude images/videos, including those generated by AI)
  ~ Sexualised online bullying
  ~ Unwanted sexual comments and messages, including, on social media
  ~ Sexual exploitation; coercion and threats

Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". **Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two.** Harmful sexual behaviour should be considered in a child protection context. Advice on stages of typical sexual development and behaviour for different age groups can be found in Sexual development and behaviour in children | NSPCC Learning.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Advice on responding to children who display sexualised behaviour is available in Responding to children who display sexualised behaviour. Links to confidential specialist support are listed in Annex A.

9.2 Responding to Reports of Child-on-Child Sexual Violence and Sexual Harassment:

It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

It is likely that a child will disclose to someone they trust: this could be **anyone** at Juniper. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

What should a staff member do if a student reports Sexual Violence/Sexual Harassment?

- Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with DSPOs or children's social care).

- Only share the report with those people who are necessary in order to progress it - it is important that the victim understands what the next steps will be and who the report will be passed to.

- Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed. Do not asking leading questions and only prompt the child where necessary with open questions – where, when, what, etc.

- Consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary to allow you to devote your full attention to the child and to listen to what they are saying. However, it may be appropriate to make notes during the report (especially if a second member of staff is present). If making notes, be

conscious of the need to remain engaged with the child so you do not appear distracted by the note taking. Either way, it is essential a written record is made.

- Only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. You should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- Where the report includes an online element, **staff must NOT view or forward illegal images of a child**.
- If possible, manage reports with two members of staff present, (preferably one of them being the DSPO). If the DSPO is not involved in the initial report, you MUST inform them as soon as possible.

9.3 DSPO Responsibilities:

When there has been a report of **sexual violence,** DSPOs should make an immediate risk and needs assessment. Where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at Juniper, especially any actions that are appropriate to protect them.

If DSPOs receive a report of Child-on-Child Sexual Violence or Sexual Harassment a 'Child on Child Sexual Violence/Sexual Harassment Risk Assessment' should be completed. This risk assessment is part of Juniper's Safeguarding Report (see Annex 4).

Risk assessments should be kept under review. At all times, we should be actively considering the risks posed to all students and putting adequate measures in place to protect them and keep them safe.

The DSPO should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The DSPO should seek advice from expert professionals to inform Juniper's approach to supporting and protecting their students and updating Juniper's own risk assessment.

DSPOs should carefully consider any report of sexual violence and/or sexual harassment.

Important considerations will include:

All staff should be aware that sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here'.** Juniper staff to be aware of and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the Juniper. The DSPO is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response relating to a disclosure of sexual violence and/or sexual harassment. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed

- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- That sexual violence and sexual harassment can take place within intimate personal relationships between children
- Importance of understanding intra familial harms and any necessary support for siblings following incidents
- Are there ongoing risks to the victim, other children, adult students or school or college staff, and
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

What to do if the children involved in the report share a classroom:

Reports of rape and assault by penetration - Whilst we establish the facts of the case and start the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. We also need to consider how best to keep the victim and alleged perpetrator a reasonable distance apart on the premises and on transport to and from the centre. <u>These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.</u>

Other reports of sexual violence and sexual harassment – The proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing centre premises and transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated and the wishes of the victim, the nature of the allegations and the protection of all children in centre will be especially important when considering any immediate actions.

Managing the report

It is important to consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, DSPOs should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

However, as per general safeguarding principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required. There are four likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment. Whatever our response:

- It should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded on Juniper's Safeguarding Report.

1. Manage internally

- In some cases of sexual harassment, e.g. one-off incidents, we may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our Behaviour Policy and by providing pastoral support.

2. Early help (Universal services and Community Based Early Help Assessment)

- In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from other support. Universal Services and Community Based Early Help play a crucial role in identifying emerging problems and providing support at an early stage. They are not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of Early Help is provided through universal services and other voluntary and community services. This includes universal services such as education and health services, as well as support delivered through Best Start Family Hubs, youth services, after school clubs and housing provision. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

- More information on community-based Early Help is set out in Part one of Keeping Children Safe in Education (September 2026) and in Working Together to Safeguard Children.

- Community based Early Help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17 (Child in Need).

- Schools and colleges, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local community based Early Help assessment and the type and level of services to be provided, and designated safeguarding leads (and their deputies) will need to familiarise themselves with this document.

- Community based Early Help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and alleged perpetrator(s).

- Whatever the response, it should be under-pinned by the principle that there is zero-tolerance approach to sexual harassment and sexual violence, that it is never acceptable, and it will not be tolerated.

- All concerns, discussions, decisions and their rationale should be clearly recorded in writing.

- Full details of the early help process are in Working Together to Safeguard Children (2026). DSPOs should have a good working knowledge of their local Children's Safeguarding Partnership's local processes and procedures on how to refer to Early Help.

- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers. Juniper will proactively seek to

be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.

- All DSPOs have a responsibility to familiarise themselves with their local Children's Safguarding Partnership's threshold documents and guidance, including the process for early help assessment.

3. Referrals to Children's Social Care (Referrals to Family Help – Including targeted Early Help and local authority children's social care)

- Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The Families First Partnership (FFP) Programme Guide provides a toolkit to assist safeguarding partners set up effective Family Help models to identify children and families who would benefit from more targeted support through Family Help. By Family Help, we mean both targeted early help and support and services delivered under Section 17 of the Children Act 1989.

- Targeted early help services delivered through Family Help are coordinated by a local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent.

- Practitioners who begin working with families at the targeted early help stage can continue to lead work with families if the child is later assessed to be a child in need as defined by Section 17 of the Children's Act 1989.

- Where a child has been harmed, is at risk of harm, or is in immediate danger, we should make a referral to local children's social care.

- At the referral to children's social care stage, DSPOs will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, DSPOs should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

- We should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children. It will be important for DSPOs to work closely with children's social care (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation. **Juniper's Child on Child Sexual Violence/Sexual Harassment Risk Assessment** will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at Juniper should be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The DSPO should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSPO should consider other support mechanisms such as early help, specialist support and pastoral support.

- Whatever the response, it should be under-pinned by the principle that there is a zero-tolerance approach to sexual harassment and sexual violence, that it is never acceptable, and it will not be tolerated.

- All concerns, discussions, decisions and their rationale should be clearly recorded in writing.

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).

- It is important that DSPOs are clear about the local process for referrals and follow that process.

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

- At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that Juniper is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.

- Where a report has been made to the police, we should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the DSPOs are aware of their local arrangements.

- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that we continue to engage with specialist support for the victim as required.

9.4 Ongoing Response:

Safeguarding and supporting the victim:

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. We should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that Juniper is a safe space for them.

- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:

  ~ Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with Juniper to ensure the best possible outcomes for the victim. Referral to ChIISVA can be made by Police, social care agencies, Juniper or the young person. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
  ~ Child and adolescent mental health services (CAMHS)
  ~ Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.
  ~ Internet Watch Foundation (to potentially remove illegal images)

- When it is clear that ongoing support will be required, DSPOs should ask the victim if they would find it helpful to have a designated trusted adult (for example, a tutor PC or themselves) to talk to about their needs. The choice of any such adult should be the victim's. We should respect and support this choice.

- A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While Juniper should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we should provide a physical space for victims to withdraw.

- It may be necessary for Juniper to maintain arrangements to protect and support the victim for a long time. We should be prepared for this and should work with children's social care and other agencies as required.

- It is important that we do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

- Whilst they should be given all the necessary support to remain Juniper, if the trauma results in the victim being unable to do this, alternative provision or a move to another college should be considered. This should only be at the request of the victim (and following discussion with their parents or carers).

- It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The DSPOs should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this), as well as transferring the child protection file. Information sharing advice in Section 10 of this policy will help support this process.

Safeguarding and supporting the alleged perpetrator:

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- Juniper will have a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.

- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSPO should take responsibility to ensure this happens as well as information sharing the child protection file.

DSPOs should work closely with external agencies including children's social care, the police and any other agencies where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The DSPO should lead Juniper's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

Juniper staff should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. All risks should be considered as part of the risk assessment and mitigations put in place to minimise these.

10. Information Sharing & Storing

At Juniper we recognise the importance of information sharing between practitioners and local agencies to identify and tackle all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes.

We will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

We are aware that among other obligations, the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) & the Data (Use and Access) Act 2025 place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

Juniper has appropriate cyber security systems and procedures in place in line with the Cyber security standards for schools and colleges. This outline actions that schools and colleges should consider implementing to strengthen resilience, reduce the risk of disruption, prevent data breaches, and mitigate safeguarding risks.

We recognise that The Data Protection Act 2018 and GDPR and the Data (Use and Access) Act 2025 do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Under the Data Protection Act 2018, GDPR & the Data (Use and Access) Act 2025, we will treat Safeguarding information as 'special category personal data' (sensitive and personal) and will store and share this information accordingly.

We are aware that Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent if:

- it is not possible to gain consent,
- it cannot be reasonably expected that a practitioner gains consent
- to gain consent would place a child at risk.

Governing bodies and proprietors will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018, GDPR and the Data (Use and Access) Act 2025. This includes not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018, GDPR and the Data (Use and Access) Act 2025. Where in doubt schools/providers should seek independent legal advice.

Safeguarding Information that is shared electronically e.g. Juniper's Safeguarding Report form or a multi-agency referral form, will always be sent via secure means. At Juniper, we use encryption but if this is not available to a staff member then another means of sharing secure information must be sought e.g. to password protect the document and then share the password with the recipient over telephone or in a separate email. If staff are struggling to send information securely then IT Support should be contacted.

Where students transfer to other further education providers, the deputy safeguarding lead will ensure their child protection file is transferred to the new provider as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, so that support is in place. The deputy safeguarding lead will ensure secure transit and confirmation of receipt should be obtained.

Where information indicates a risk to others and/or the individual student, for example where a student has previously carried, threatened with, or used a knife or weapon, it is incumbent on the receiving provider to assess risk, and put in place a safety and support plan. More information on the child protection file is in Annex B of KCSIE.

Further details on information sharing can be found:

In Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful at Data Protection in Schools which includes ICO GDPR FAQs and guidance from the department in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. The Information Commissioner's Office (ICO) guide to sharing information to safeguard children and young people in the education sector in the UK which is intended to help practitioners to feel confident to share personal information for safeguarding purposes

Annex 1: The 5 R's

If Safeguarding is to impact on all aspects of our organisation it must be the informed responsibility of all. All staff, senior managers, subcontractors, volunteers and work placement employers have a responsibility to make the learning environment safe and secure for all. To do this you should consider and act on the 5R's

- Recognise
- Respond
- Report
- Record
- Refer

Recognise

The ability to recognise behaviour that may indicate abuse is of fundamental importance. Whether the abuse may occur on our premises or in the home or in any other setting in which the student may find themselves, all those playing a role in meeting the students' needs should be aware and informed so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.

Signs and indicators of abuse in young or vulnerable students may include disclosure. This isn't always easy to recognise as such, as it may be that the student is struggling to find the words, is using language the abuser uses for particular actions and body parts, or the disclosure is wrapped in analogy or euphemism which is difficult to identify. A student may choose anyone in the organisation to disclose to. Or it could be that any person within the organisation may spot concerning signs or behaviour in the student. Other people in a position to identify concerns include work placement supervisors, other students and those offering additional services, such as Connexions and external support agencies. All of these should be trained to understand signs of possible abuse and know how, where and to whom to report concerns. It is important that we have a culture where concerns can be raised and discussed, without worrying that they may get it wrong or that others will overreact.

Respond

Appropriate response is vital. No disclosure about possible abuse or neglect should ever be ignored. In order to determine the most appropriate response, find out if you are dealing with an allegation from a student against a member of staff or a fellow student, or another person outside of our organisation. Is this disclosure from an individual alleging abuse to themselves or to another person? Is it the reporting of a concern or suspicion? What, precisely, is alleged to have happened? Clearly understood detail is vital when reporting your concerns to a Designated Safeguarding Prevent Officer.

Do not lead or probe with questions. Remain calm and demonstrate interest and concern. Use empathetic listening skills and do not let the student know if you are feeling panicked, shocked or outraged at what you are hearing as this may shut them down. You need to ask open questions, not leading or suggestive ones and gather enough information to know that it is a disclosure of abuse that needs to be passed on, and how immediate the danger or harm is to the individual. It is not your role to get a detailed account, as the individual may have to recount their story numerous more times.

Inform the person disclosing to you that concerns they have raised must be recorded and passed on so that possible abuse can be dealt with, and that this will be done on a limited 'need to know' basis, with as few others as possible knowing the identity of the complainant and all in the chain of reporting will respect confidentiality.

Reassure the student that they have done the right thing in reporting their concerns and that you will do everything you can to help. Do not make unrealistic promises. Ensure that testimony is passed on to the Designated Safeguarding Prevent Officer, so that they can record this in CPOMS, and that the complainant and subject of the complaint are treated in line with this policy.

Report

Report your concerns to the Designated Safeguarding Prevent Officer (DSPO) within your Centre in the first instance. A full list can be found on the staff intranet; My HR, Safeguarding-Prevent Officers. If they are unavailable for any reason, or are the subject of allegations, the Juniper's Senior Safeguarding Lead (Director of Quality) should be contacted or their Deputy.

All Designated Safeguarding Prevent Officers (DSPOs) have received training and support to ensure they carry out this role effectively.

During both staff and student inductions the Designated Safeguarding Prevent Officers (DSPO) will be identified, and posters displayed in centre to inform students.

Once you have reported concerns about abuse to the Designated Safeguarding Prevent Officer, the responsibility for action lies with them. You are within your rights to check that appropriate action has been taken, but it may not be necessary for the DSPO to share details of this with you for the confidentiality of the individual concerned.

Record

You should record precisely what has been alleged, using key phrases and words the individual has used. You are not expected to remember every detail of the conversation, and therefore it is not recommended that notes or any other recording is made during the conversation, but immediately afterwards. Doing so during the conversation, can cause the student to feel the formality this might bring, when they just need someone to listen at this first stage.

You should also record your factual observations about the physical and emotional state of the individual sharing their concerns with you. This record should be passed on to the Designated Safeguarding Prevent Officer (DSPO) who will store it securely. This information will only be accessible to those who have responsibility for safeguarding matters.

Refer

This is **not** the responsibility of all staff members. It is the responsibility of the Designated Safeguarding Prevent Officer (DSPO) to investigate complaints, allegations or suspicions of abuse or neglect and make a decision on whether to make a referral, if appropriate.

Only Designated Safeguarding Prevent Officers should make referrals outside of the organisation, to prevent numerous referrals being made for the same incident; it allows consistency in the process. Actions of this sort carried out by someone other than the DSPO could be construed as unjustified interference which could jeopardise an investigation and any possible subsequent court case. Only the Director and the Company Senior Safeguarding Lead are authorised to refer staff cases to the Disclosure and Barring Service.

Annex 2: External Key Contacts

Study Programme Centres - All DSPOs need to adhere to the processes and procedures for their Local Children's Safeguarding Partnership:

Juniper Training Safeguarding Leads	**Senior Safeguarding Lead** **Tara Hughes** 01902 864194 07535 453369 **Deputy Senior Safeguarding Lead** **Aaron Squires** 01902 864194 07940 465266 **Triona O'Donnell** 01902 864194 07930 183449 **Victoria Davies** 01902 864194 07719 018883
Chesterfield	**Children** and **Adults** Call Derbyshire 01629 533190 **Out of Hours**: 01629 532600 **Prevent**: Prevent Sgt Jim Shinfield 0300 122 8694 07712 424685 James.shinfield@derbyshire.police.uk ctp-em-prevent@derbyshire.police.uk Rachel Sheppard - Regional Briefing and Engagement Officer 07525 407963 rachel.sheppard@derbyshire.police.uk **LADO:** 01629 533190, Professional.Allegations@derbyshire.gov.uk
Derby	**Children**: First Contact Team: 01332 641172 (Mon-Fri 9.00am – 5.00pm) **Adults:** Adult Services: 01332 642855 **Out of Hours** for **Children** and **Adults**: Derby City Careline: 01332 956606 (members of the public), 01332 956607 (professionals), DCCcareLine@derby.gov.uk (hard of hearing or deaf), 07890034081 (SMS number for deaf people only) **Prevent**: Prevent Sgt Jim Shinfield 0300 122 8694 07712 424685 James.shinfield@derbyshire.police.uk ctp-em-prevent@derbyshire.police.uk **LADO:** CPMduty@derby.gov.uk
Leicester	**Children**: Duty and Advice Service 0116 454 1004 (24 hours) **Adults:** Duty and Advice Service 0116 454 1004 (Office Hours) **Adult Out of Hours**: 0116 255 1606

	Leicestershire: First Response Children's Duty Team 0116 305 0005 (24 hours) Leicestershire: Adult Social Care Customer Service Centre 0116 305 0004 0116 255 1606 (evenings and weekends) Rutland: Children's Duty Team 01572 758407 0116 305 0005 (out of hours) childrensreferrals@rutland.gov.uk Rutland: Adult Social Care 01572 758 341 **Prevent**: Regional Sgt Andy Goadby 0116 248 6726 / 07870911268 andy.goadby@leics.police.uk Mark Bailey – 0116 248 2541 07970860335 Jag Sangha – 07966159725 Prevent.team@leicestershire.pnn.police.uk **LADO:** 0116 454 2440 Lado-allegations-referrals@leicester.gov.uk
Leeds & Forging Futures	**Children**: 0113 376 0336 **Adults:** 0113 2224401 **Out of Hours Children: 0113 3789687, Adults: 0113 3780644** **Prevent**: 0113 535 0810 Email: prevent@leeds.gov.uk **LADO:** 0113 3789687 Email: LADO@leeds.gov.uk
Runcorn	**Children**: Halton Children's Services: 0151 907 8305 **Adults:** Adult Services: 0151 907 8306 **Out of Hours (Children and Adults):** 0345 050 0148 **Prevent**: 01606 362121 Email: prevent@cheshire.pnn.police.uk **LADO:** 0151 522 7925 Email: safeguarding.adminteam@halton.gov.uk or LADO@halton.gov.uk
Telford	Telford & Wrekin – Family Connect (**Children** and **Adults**) 01952 385385 **Out of Hours** – Emergency Duty Team (**Children** and **Adults**) 01952 676500 **Prevent**: DS 3071 Matt Gibbons DC 21205 Holly Aungiers 01386 591835 0121 251 0241 ctu_gateway@westmidlands.police.uk PC Alison Potts 101 ext: 8713036 a.potts@westmidlands.police.uk **LADO:** Family Connect 01952 385385

Walsall & Building Futures - Aldridge	**Children**: Walsall MASH 0300 555 2866 Email: mash@walsall.gov.uk **Adults:** Adult Social Care Access Team (24 hours) 0300 555 2922 initial.intake@walsall.gov.uk Initial Response Team - 01922 658170 Multi Agency Referral Form MARF (Word 260KB) **Out of Hours** Team – 0300 555 2922 **or** 0300 555 2836 **Prevent** Officer Dave Bryan 101 ext: 8713020 07468353506 david.bryan2@westmidlands.police.uk PC Sonny Lal 101 ext: 8713037 07765295937 mukesh.lal@westmidlands.police.uk **LADO:** Tina Cooper, 07432422205, Tina.Cooper@walsall.gov.uk
Waterfront	**Children**: Single Point of Access 0300 555 0050 **Adults:** Single Point of Access 0300 555 0055 (select option 1) accessteam.dachs@dudley.gov.uk **Out of Hours**: Emergency Duty Team (**Children** and **Adults**) 0300 555 8574 **Prevent:** PC Haroon Akhlaq 101 ext: 8713035 07393142188 1145@westmidlands.police.uk **LADO:** allegations@dudley.gov.uk
Wolverhampton	**Children:** Wolverhampton MASH 01902 555392 online Multi Agency Referral Form **Adults:** Adult Services 01902 551199 **Out of Hours**: Emergency Duty Team (**Children** and **Adults**) 01902 552999 **Prevent:** PC James Somers 07920861163 0160@westmidlands.police.uk **LADO:** 01902 550477, LADO@wolverhampton.gov.uk

Juniper Sports - All DSPOs need to adhere to the processes and procedures for their Local Children's Safeguarding Partnership:

Juniper Training Safeguarding Leads	**Senior Safeguarding Lead** **Tara Hughes** 01902 864194 07535 453369 **Deputy Senior Safeguarding Lead** **Aaron Squires** 01902 864194 07940 465266 **Triona O'Donnell** 01902 864194 07930 183449 **Victoria Davies** 01902 864194 07719 018883
Barnet	**Children**: MASH: 020 8358 4066 Email: mash@barnet.gov.uk **Adults:** 020 8539 5000 Email: socialcaredirect@barnet.gov.uk **Out of Hours:** 020 8359 2000 **Prevent**: Prevent Coordinator: 020 8359 7371 Email: barnetcst@barnet.gov.uk Complete online referral form: preventreferrals@met.pnn.police.uk **LADO:** Contact MASH as above
Coventry	**Children**: MASH 024 7678 8555 **Adults:** Adult Social Care Direct 024 7683 3003 ascdirect@coventry.gov.uk **Out of Hours:** (Children and Adults): 024 7683 2222 **Prevent**: Sgt Dan Wooley 07554436724 daniel.woolley@westmidlands.police.uk Manjeet Pangli (Prevent Coordinator at Coventry City Council) Manjeet.pangli@coventry.gov.uk Viv Brosnahan (Prevent education officer) Viv.Brosnahan@coventry.gov.uk https://www.coventry.gov.uk/prevent-3/prevent-referrals-1 prevent@coventry.gov.uk **LADO:** 024 7697 5483 lado@coventry.gov.uk
Crewe	**Children:** Cheshire East Council 0300 123 5012 **Adults:** Cheshire East Council 0300 123 5010 **Out of Hours** – (**Children** and **Adults**) 0300 123 5022 **Prevent**: Contact Children or Adults Services on the numbers above **LADO:** 01270 685904 cescptraining@cheshireeast.gov.uk

Eastleigh	**Children:** Hampshire County Council 0300 555 1384 childrens.services@hants.gov.uk **Adults:** Hampshire County Council 0300 555 1386 **Out of Hours** – (**Children** and **Adults**) 0300 555 1373 **Prevent**: Contact Children or Adults Services on the numbers above **LADO:** 01962 876364
Enfield	**Children:** Enfield MASH 020 8379 5555 **Adults:** Enfield Adult Services 020 8379 5212 **Out of Hours** – (**Children** and **Adults**) 020 8379 1000 **Prevent**: prevent@enfield.gov.uk **LADO:** 020 8379 4392
Grantham	**Children**: Children Services: 01522 782111 **Adults:** Adult Services: 01522 782155 **Out of Hours:** 01522 782333 **Prevent**: prevent@lincolnshire.gov.uk **LADO:** 01522 554674 Email: LCSP_LADO@lincolnshire.gov.uk Online referral form: https://www.lincolnshirescp.org.uk/lscp-safeguarding/report-concern-staff-member-volunteer
Hednesford	**Children**: Staffordshire County Council Children Services: 0300 111 8007 **Adults:** Staffordshire County Council Adult Services: 0345 604 2719 **Out of Hours (Children and Adults):** 0345 604 2886 **Prevent**: 0800 011 3764 **LADO:** staffordshire.lado@staffordshire.gov.uk
Hemel Hempstead	**Children:** Hertfordshire County Council 0300 123 4043(24hrs) **Adults:** Hertfordshire County Council 0300 123 4042 (24hrs) **Out of Hours** – (**Childrens** and **Adults**) as above **Prevent**: HCC Prevent Programme Manager Sophie Lawrence 07773094897 Sophie.lawrence@hertfordshire.gov.uk

	Prevent referrals: prevent@herts.pnn.police.uk **LADO:** https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/professionals-and-volunteers/professionals-and-volunteers.aspx
Hertford	**Children**: Hertfordshire County Council Children Services: 0300 123 4043 **Adults:** Hertfordshire County Council Adult Services: 0300 123 4042 **Out of Hours** (Children): 0300 123 4043 (Adult): 0300 123 4042 **Prevent**: prevent@hertfordshire.gov.uk **LADO:** LADO.Referral@hertfordshire.gov.uk
Kings Lynn	**Children**: Norfolk County Council Children Services: 0344 800 8020 **Adults:** Norfolk County Council Adult Services: 0344 800 8020 **Out of Hours** (Children & Adult): As above **Prevent**: 01953 423905 or 01953 423896 prevent@norfolk.police.uk **LADO:** LADO@norfolk.gov.uk
Leicester (Wigston)	**Children**: Duty and Advice Service 0116 454 1004 (24 hours) **Adults:** Duty and Advice Service 0116 3050004 (Office Hours) **Adult Out of Hours:** 0116 2551606 **Prevent**: DS Brett Collins 0116 248 6726 / 07870911337 brett.collins@leics.police.uk Mark Bailey – 0116 248 2541 07970860335 Jag Sangha – 07966159725 Prevent.team@leicestershire.pnn.police.uk **LADO:** 0116 454 2440 Lado-allegations-referrals@leicester.gov.uk
Peterborough & Peterborough Performing Arts	**Children**: Peterborough: 0345 045 5203 Cambridgeshire: 0345 045 5203 **Adults:** Peterborough: 0345 045 5202 Cambridge: 01733 747474 **Out of Hours:** (Children & Adult) 01733 234724 **Prevent**: Telephone: 01480 422596 prevent@cambs.pnn.police.uk **LADO:** Peterborough: 01733 864038 or LADO@peterborough.gov.uk Cambridgeshire: 01223 727967 or LADO@cambridgeshire.gov.uk Out of Hours Emergency Duty Team Peterborough: 01733 864180 Cambridgeshire: 0345 045 5203

Poole	**Children:** First Response Hub 01202 735046 childrenfirstresponse@BCPcouncil.gov.uk **Adults:** Adult Social Care 01202 123654 **Out of Hours** – **Children** – 01202 738256, **Adults** – 0300 123 9895 **Prevent**: 01202 229316 DorsetPrevent@Dorset.police.uk **LADO:** 01202 817 600 LADO@bcpcouncil.gov.uk
Sholing	**Children:** Children Services 023 8083 2300 **Adults:** Adult Social Care 023 8083 4307 **Out of Hours** (**Children & Adults)** 023 8023 3344 **Prevent**: 01865 555618 preventreferralssouthampton@hampshire.police.uk. **LADO:** 023 8091 55355 LADO@southampton.gov.uk
St. Ives	**Children**: 0345 045 5203 – Customer Service 01480 376666 – Early Help early.helphub@cambridgeshire.gov.uk **Adults:** 01733 747474 adults@cambridgeshire.gov.uk **Out of Hours:** (Children & Adult) 01733 234724 **Prevent**: Telephone: 01480 422596 prevent@cambs.pnn.police.uk **LADO:** Cambridgeshire: 01223 727967 or LADO@cambridgeshire.gov.uk
Telford Town	Telford & Wrekin – Family Connect (**Children** and **Adults**) 01952 385385 **Out of Hours** – Emergency Duty Team (**Children** and **Adults**) 01952 676500 **Prevent**: DS 3071 Matt Gibbons DC 21205 Holly Aungiers 01386 591835 0121 251 0241 ctu_gateway@westmidlands.police.uk PC Alison Potts 101 ext: 8713036 a.potts@westmidlands.police.uk **LADO:** Family Connect 01952 385385
Tooting and Mitcham (London)	**Children**: Wandsworth MASH 020 8871 7899 mash@wandsworth.gov.uk **Adults:** Access Team 020 8871 7707

	Out of Hours: Children 020 8871 6000 **Adults** 020 8871 8999 **Prevent**: Initial Point of Contact (Under 18) – 0208 871 7899 Access Team (Over 18) – 0208 871 7707 **LADO:** Anita Gibbons, 07974 586 461, lado@wandsworth.gov.uk Alice Peatling alice.peatling@richmondandwandsworth.gov.uk
Watford	**Children**: Children's Services: 0300 123 4043 **Adults:** Adult Services: 0300 123 4042 **Out of Hours: (Children and Adults):** Children: 0300 123 4043, Adult: 0300 123 4042 **Prevent**: prevent@hertfordshire.gov.uk **LADO:** 01992 555420
Woking	**Children**: Surrey County Council 0300 470 9100 cspa@surreycc.gov.uk **Adults:** Surrey County Council 0300 200 1005 asc.infoandadvice@surreycc.gov.uk **Out of Hours:** (Children & Adult) 01483 517898 or edt.ssd@surrey.cc.gov.uk **Prevent**: https://www.healthysurrey.org.uk/community-safety/prevent **LADO:** 0300 123 1650

Department for Education Regional Prevent Co-ordinators:

WEST Midlands **Regional HE/FE Prevent Lead**	Alamgir Sheriyar Mobile: 07468 714372 alamgir.sheriyar@education.gov.uk
EAST Midlands **Regional HE/FE Prevent Lead**	Sam Slack Mobile: 07384 452156 sam.slack@education.gov.uk
NORTH West **Regional HE/FE Prevent Lead**	Claire Little Mobile: 07385 114867 claire.little@education.gov.uk
SOUTH West **Regional HE/FE Prevent Lead**	Cheri Fayers Mobile: 07392 135873 Cheri.FAYERS@education.gov.uk
London **Regional HE/FE Prevent Lead**	Jennie Fisher Mobile: 07880 469588 jennie.fisher@education.gov.uk
SOUTH East **Regional HE/FE Prevent Lead**	Helene Morris Mobile: NA Helene.morris@education.gov.uk
EASTERN England **Regional HE/FE Prevent Lead**	Dave Layton-Scott Mobile: 07384 452 155 david.layton-scott@education.gov.uk

Annex 3 Local Support Services to Reflect Local Issues
Study Programme Centres:

Chesterfield	**Mental Health -** http://www.derbyshiremind.org.uk/sources-of-help/ https://www.camhsnorthderbyshire.nhs.uk/ **Domestic Violence -** https://theelmfoundation.org.uk/ http://www.crossroadsderbyshire.org/ https://www.saferderbyshire.gov.uk/what-we-do/domestic-abuse/domestic-abuse.aspx Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Emotional Abuse** – http://www.derbyshiremind.org.uk/sources-of-help/ **Sexual abuse** https://www.sv2.org.uk/ 01773 746 115 (CSE) https://safeandsoundgroup.org.uk/
Derby	**Domestic Violence -** https://www.saferderbyshire.gov.uk/what-we-do/domestic-abuse/domestic-abuse.aspx Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Mental Health/Emotional abuse –** https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire referral by a primary care professional. **Sexual abuse –** https://www.sv2.org.uk/ https://safeandsoundgroup.org.uk/ Safe and Sound Darley Abbey Mills, East Mill, Derby DE22 1DZ 01332 362120
Leicester	**Domestic Violence -** http://www.nomoreabuse.org.uk/ 0808 80 20 028 http://www.uava.org.uk/ 0808 80 20 028 info@uava.org.uk **Men's Advice Line** – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 **The Mankind Initiative** - https://www.mankind.org.uk/ 01823 334 244 **Respect** (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 **National LGBTQ+ Domestic abuse helpline,** 0800 999 5428 **Mental Health -** CAMHS Referral only through GP or A&E **Drug/alcohol misuse –** Turning Point Young Persons and Young Adults Service 165 Granby Street Leicester LE1 6FE 0330 303 6000 http://wellbeing.turning-point.co.uk/leicestershire/ **Sexual abuse -** http://www.nomoreabuse.org.uk/ 0808 80 20 028 http://www.uava.org.uk/ 0808 80 20 028 info@uava.org.uk www.juniperlodge.org.uk 0116 2733 330

Leeds & Forging Futures	**Domestic Violence -** https://www.saferderbyshire.gov.uk/what-we-do/domestic-abuse/domestic-abuse.aspx Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 Leeds Women's Aid - https://leedswomensaid.co.uk/information-for-children-and-young-people/ Leeds Domestic Violence Service - https://leedswomensaid.co.uk/information-for-children-and-young-people/, 0113 246 0401 Behind Closed Doors - https://behind-closed-doors.org.uk/ West Yorkshire Police (various links to support networks) - https://www.westyorkshire.police.uk/advice/abuse-anti-social-behaviour/domestic-abuse/domestic-abuse-contacts/domestic-abuse-contacts **Drugs and Alcohol** Forward Leeds - https://www.forwardleeds.co.uk/ Mindwell Leeds - https://www.mindwell-leeds.org.uk/ St Annes - https://www.st-annes.org.uk/ **Exploitation** Leeds Children's Services: 0113 3760336 Leeds Adult Services: 0113 2224401 Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/ IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040 ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136 NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500 Barnardo's https://www.barnardos.org.uk/ Know and See, https://knowandsee.co.uk/, 116 000 **Mental Health** Leeds CAMHS Crisis Line – 0800 953 0505 Night OWLS helpline – 0800 1488 244 or 07984376950 Leeds Mind - https://www.leedsmind.org.uk/services/young-people/ Mind Mate (various links to support networks) - https://mindmate.org.uk/im-a-professional/services-leeds-young-people/ **Sexual Violence** **Support after Rape, Leeds - https://supportafterrapeleeds.org.uk/, 0113 243 9102** **Rape Crisis, Leeds - https://rapecrisis.org.uk/find-a-centre/support-after-rape-and-sexual-violence-leeds/** **Yorkshire Survivors (various links to support networks) - https://www.yorkshiresurvivors.co.uk/directory/demographics/services/** **Hazelhurst (SARC) - https://hazlehurstcentre.org/ 0330 223 0099** **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ The Daniel Fox Foundation - https://www.haltonsthelensvca.org.uk/organisation-directory/94624/The%20Daniel%20fox%20foundation Ben Kinsella Trust - https://benkinsella.org.uk/ Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111 Project Shield - https://www.leedsscp.org.uk/practitioners/local-protocols/project-shield, innersouth@westyorkshire.police.uk, innereast@westyorkshire.police.uk, innerwest@westyorkshire.police.uk NSPCC - https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/gangs-criminal-exploitation/?utm_old=cce

Runcorn

Domestic Violence
National Domestic Violence Helpline 0808 2000 247

Women' Aid – helpline@womensaid.org.uk

Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327

The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244

Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040

National LGBTQ+ Domestic abuse helpline, 0800 999 5428
Rape Crisis, https://rapecrisis.org.uk/
Halton Council, https://www3.halton.gov.uk/Pages/health/abuse.aspx, 0151 511 8181, idva@halton.gov.uk
Halton Domestic Abuse Service, 0300 11 11 247

Drugs
A variety of support services including Drug and Alcohol Abuse, Mental Health etc
https://www3.halton.gov.uk/Pages/health/hit/live/mentalhealth/young.aspx

Exploitation
Halton Children's Services: 0151 907 8305
Adult Services: 0151 907 8306
Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/
IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040
ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136

NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500

Barnardo's https://www.barnardos.org.uk/
Know and See, https://knowandsee.co.uk/, 116 000

Mental Health
A variety of support services including Mental Health, Drugs, Sleep Difficulties, Domestic Abuse etc,
https://www3.halton.gov.uk/Pages/health/hit/live/mentalhealth/young.aspx
Talking Therapies Halton, https://www.merseycare.nhs.uk/our-services/halton/talking-therapies, 0151 292 6954

Sexual Violence and Abuse
Rape and Sexual Abuse Support Centre, https://www.rapecentre.org.uk/
A variety of support services including sexual violence and abuse
https://www3.halton.gov.uk/Pages/health/hit/live/mentalhealth/young.aspx

Youth Violence/Crime
If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils.

Lives not Knives - https://www.livesnotknives.org/
Steel Warriors - https://www.steelwarriors.co.uk/
The Daniel Fox Foundation - https://www.haltonsthelensvca.org.uk/organisation-directory/94624/The%20Daniel%20fox%20foundation
Ben Kinsella Trust - https://benkinsella.org.uk/
Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111

Telford	**Domestic Violence** - Domestic Violence Helpline Shropshire (24/7) 0800 783 1359 Family Connect 01952 385385 Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Mental Health** - BEAM https://www.childrenssociety.org.uk/beam/shropshire **Drug misuse** – Telford Stars - https://www.telfordstars.org/ 0300 456 4291 Telfordstars@sssft.nhs.uk **Sexual Abuse and Exploitation –** https://www.axiscounselling.org.uk/contact-us/ The Holly Project 01952 947831 CATE (Children Abused Through Exploitation) 01952 385285 CEOP (Child Exploitation Online Protection) To report concerns about CSE visit: https://www.ceop.police.uk/ceop-reporting/
Walsall & Building Futures - Aldridge	**Domestic Violence** - Stepping Stones - 0800 389 5790 SAYA Multi-Lingual helpline - 01922 491619 (9am-5pm) or 0800 389 6990 24 hours (Bengali, Gujarati, Hindu, Punjabi and Urdu) SAFE programme for men - 0779 667 2053 (self-referral only) Aaina Asian Women's Group - 01922 644006 / 0779 295 6224 (honour-based abuse and forced marriage) Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Neglect** – MASH/Initial Response Service 0300 555 2866 **Mental Health** – CAMHS Canalside Abbotts Street Bloxwich Walsall WS3 3AZ 01922 607400 Referral made by primary health professionals/social workers/youth justice workers

Waterfront	**Domestic Violence** – Black Country Women's Aid Young people's text line: 07581 492 806 All Services: 0121 553 0090 24 Hour Helpline: 0121 552 6448 referrals@blackcountrywomensaid.co.uk https://www.dudleysafeandsound.org/ CHADD Women's support services (information, support and refuge) - 01384 864334 SAYA multi-lingual 24-hour helpline - 0800 389 6990 (Bengali, Gujarati, Hindu, Punjabi and Urdu) SAFE programme for men – 0779 677 2053 (self-referral only) Stepping Stones 24-hour helpline - 0800 389 5790 Victim Support Scheme and IDVA service - 0300 303 1977 or email dudleyidva@victimsupport.org.uk Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Physical Abuse** – MASH 0300 555 0050 Police 101 or 999 **Mental Health** - Barnardos Blantyre House 4 Barrack Lane HALESOWEN West Midlands B63 2UX Call: 01384 411722 DUDLEY Talking Therapy - https://www.dihc.nhs.uk/find-a-service/dudley-talking-therapy-service The Wat centre – 16-18 - Address: 23 Coventry St, Stourbridge DY8 1EP - https://www.talktofrank.com/treatment-centre/what-centre-dudley **Sexual abuse** -Barnardos Blantyre House 4 Barrack Lane HALESOWEN West Midlands B63 2UX Call: 01384 411722
Wolverhampton	**Domestic Violence** - The Haven - 08000 194 400 Wolverhampton domestic violence forum 01902 572345 SAYA Multi-Lingual helpline - 01922 491619 (9am-5pm) or 0800 389 6990 24 hours (Bengali, Gujarati, Hindu, Punjabi, and Urdu) Relate - 01902 428447 Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Gangs and Youth Violence** Base 25 – 29-31 Temple St, Wolverhampton, WV2 4AN Tel: 01902 572040 E:info@base25.org Catch 22 – West Midlands House, Gipsy Lane, Willenhall WV13 2HA Tel: 01902 275264E: WVRS@catch-22.org.uk

	Mental Health – CAMHS - Gem Centre, Neachells Lane, Wolverhampton WV11 3PG Tel: 01902 444021 **Neglect** – MASH 01902 555392 **Sexual abuse -** Black Country Women's Aid https://blackcountrywomensaid.co.uk/ 0121 553 0090

Juniper Sports:

Barnet	**Domestic Abuse** National Domestic Violence Helpline 0808 2000 247 Women' Aid – helpline@womensaid.org.uk Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 Rape Crisis, https://rapecrisis.org.uk/ Youth Realities https://www.youthrealities.co.uk/, Solace Barnet 0203 874 5003 Brook https://www.brook.org.uk/, Barnet Wellbeing Services https://www.barnetwellbeing.org.uk/crisis-contacts, **Drugs** Barnet Wellbeing Services https://www.barnetwellbeing.org.uk/crisis-contacts, CGL Barnet https://www.changegrowlive.org/barnet/young-peoples-service/referrals, **Exploitation** Children MASH: 020 8358 4066, mash@barnet.gov.uk Adult: 020 8539 5000 socialcaredirect@barnet.gov.uk Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/ IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040 ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136 NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500 Barnardo's https://www.barnardos.org.uk/ Know and See, https://knowandsee.co.uk/, 116 000 The Lighthouse, https://www.thelighthouse-london.org.uk/ **Mental Health** Barnet CAMHS https://www.barnet.gov.uk/directories/directme/barnet-child-and-adolescent-mental-health-service-camhs-east-team, 020 8702 3300 BICS https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/bics-supporting-children-and-young-peoples, Barnet Wellbeing Services https://www.barnetwellbeing.org.uk/crisis-contacts, **Sexual Abuse and Violence** The Havens (SARC), https://thehavens.org.uk/referrals/how-do-i-refer/, 020 3299 6900 The Lighthouse, https://www.thelighthouse-london.org.uk/, Youth Realities https://www.youthrealities.co.uk/, Brook https://www.brook.org.uk/, Barnet Wellbeing Services https://www.barnetwellbeing.org.uk/crisis-contacts, **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Ben Kinsella Trust - https://benkinsella.org.uk/ Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111 Various links to anti Knife/Gang Crime organisations https://www.fightingknifecrime.london/partners

Coventry	**Domestic Violence –** Coventry Haven Women's Aid. Support and self-referral - 0800 111 4998. Professionals and enquiries - 02476 444 077, Emergency Duty Team - 02476 832 222, National Helpline - 0808 2000 247 https://www.coventryhaven.co.uk/ Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Mental Health –** IAPT Health Mind Service, www.healthymindservice.com, Self-referral and GP referral -024 76671090 Coventry and Warwickshire Mind – 024 7655 2847 Rethink Mental Illness – 024 7667 3913 **Drug misuse –** Change Grow Live, https://changegrowlive.org/drug-alcohol-service-coventry 024 7601 0241 (Self-referral), coventryreferralsandenquiries@cgl.org.uk **Neglect -** MASH 024 7678 8555

Crewe

Domestic Violence

National Domestic Violence Helpline 0808 2000 247

Women' Aid – helpline@womensaid.org.uk

Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327

The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244

Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040

National LGBTQ+ Domestic abuse helpline, 0800 999 5428
Rape Crisis, https://rapecrisis.org.uk/
Youth Realities https://www.youthrealities.co.uk/,
Cheshire Without Abuse, https://www.mycwa.org.uk/, 03333 449 505

Drug Misue

CGL, https://www.changegrowlive.org/service/cheshire-east-drug-alcohol/crewe

Exploitation

Children:	**Adults:**
Cheshire East Council	Cheshire East Council
0300 123 5012	0300 123 5010

Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/
IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040
ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136

NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500

Barnardo's https://www.barnardos.org.uk/
Know and See, https://knowandsee.co.uk/, 116 000

Mental Health

CAMHS - https://www.mymind.org.uk/advice-guidance
Just Drop In – https://www.justdropin.co.uk/, 01625 665079
Visyon Empowering Young People – https://www.visyon.org.uk/support-for-young-people 01260 290000

Neglect

Children:	**Adults:**
Cheshire East Council	Cheshire East Council
0300 123 5012	0300 123 5010

Youth Violence/Crime

If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils.

Lives not Knives - https://www.livesnotknives.org/
Steel Warriors - https://www.steelwarriors.co.uk/
Various links to anti Knife/Gang Crime organisations
https://www.fightingknifecrime.london/partners
Ben Kinsella Trust - https://benkinsella.org.uk/
Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111

Eastleigh	**Mental Health** CAMHS Single Point Access – 0300 304 0050 Eastleigh Wellbeing Centre (MIND) – 023 8202 7810, info@solentmind.org.uk, https://www.solentmind.org.uk/ Eastleigh Youth Counselling Service - https://www.eycs.co.uk/ **Domestic Violence** Hampshire Domestic Abuse Partnership – 03300 165 112 Stop Domestic Abuse – 0330 0533 630, advice@stopdomesticabuse.uk, https://stopdomesticabuse.uk/victim-of-domestic-abuse Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Drug & Alcohol Abuse** Catch 22 – 0800 599 9591, 247hants@catch-22.org.uk, https://www.catch-22.org.uk/find-services/hampshire-247/ **Neglect** Hampshire County Council 0300 555 1384 childrens.services@hants.gov.uk Hampshire County Council 0300 555 1386 **Sexual Abuse** Safeline – 01926 402498, https://safeline.org.uk/ Yellow Door - 023 8063 6312, info@yellowdoor.org.uk, https://yellowdoor.org.uk/
Enfield	**Drugs and Alcohol** Enfield (SORT IT!) 020 8360 9102, https://compass-uk.wsadigital.co.uk/services/enfield-sort-it/ Humankind, 01325 731160, https://humankindcharity.org.uk/ **Mental Health** CAMHS Enfield, 020 8379 1520, beh-tr.enfieldcamhs@nhs.net Enfield Women's Centre, 0208 351 8934 or 0208 351 9128, https://www.enfieldwomen.org.uk/ Mind in Enfield, 0208 906 7506, https://www.mindeb.org.uk/ **Neglect** Enfield MASH 020 8379 5555 Enfield Adult Services 020 8379 5212 **Out of Hours** – (**Children** and **Adults**) 020 8379 1000 **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Various links to anti Knife/Gang Crime organisations https://www.fightingknifecrime.london/partners

Grantham	**Child Sexual Abuse** Children Services: 01522 782111 Lincolnshire Rape Crisis, https://lincolnshirerapecrisis.org.uk/ 01522 716 320 or 0808 500 2222 **Domestic Abuse** National Domestic Violence Helpline 0808 2000 247 Women' Aid – helpline@womensaid.org.uk Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 Rape Crisis, https://rapecrisis.org.uk/ Lincolnshire Rape Crisis, https://lincolnshirerapecrisis.org.uk/ 01522 716 320 or 0808 500 2222 EDAN Lincs, https://edanlincs.org.uk/, 01522 510041 Lincolnshire Domestic Abuse Specialist Service, https://ldass.org.uk/, 01522 510041 Lincolnshire County Council, https://www.lincolnshire.gov.uk/crime-prevention/domestic-abuse **Drugs** Lincolnshire Recovery Partnership, https://www.turning-point.co.uk/services/lincolnshire-recovery-partnership#about 01476 512950 We are with you, https://www.wearewithyou.org.uk/local-hubs/north-lincolnshire, Lincolnshire Horizon, https://www.turning-point.co.uk/services/horizon 0800 304 7021 **Exploitation** Children Services: 01522 782111 Adult Services: 01522 782155 Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/ IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040 ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136 NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500 Barnardo's https://www.barnardos.org.uk/ Know and See, https://knowandsee.co.uk/, 116 000 **Mental Health** Community Mental Health Team, https://www.lpft.nhs.uk/our-services/adults/community-mental-health-teams CAMHS Grantham, https://www.nhs.uk/services/clinic/camhs-child-and-adolescent-mental-health-services/RP7MB/contact-details-and-opening-times, 01476 464 949 Mental Health Matters, https://www.mhm.org.uk/, 0800 0014 331 **Sexual Abuse and Violence** Lincolnshire SARC, https://www.nhs.uk/services/service-directory/spring-lodge-lincolnshire-sarc/N10509197 01522 521 347 or 0303 1234 000 Rape Crisis, https://rapecrisis.org.uk/ Lincolnshire Rape Crisis, https://lincolnshirerapecrisis.org.uk/ 01522 716 320 or 0808 500 2222 **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Ben Kinsella Trust - https://benkinsella.org.uk/ Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111

Hednesford

Domestic Abuse
National Domestic Violence Helpline 0808 2000 247

Women' Aid – helpline@womensaid.org.uk

Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327

The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244

Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040

National LGBTQ+ Domestic abuse helpline, 0800 999 5428
Rape Crisis, https://rapecrisis.org.uk/
New Era Domestic Abuse Services - https://www.new-era.uk/, 0300 303 3778
Glow Domestic Abuse Services - https://www.findtheglow.org.uk/, 0330 094 8878
Pathway Project - https://www.pathway-project.co.uk/, 01543 676800

Alcohol and Drugs
Stars Inclusion - https://www.staffstars.org/, 0300 124 0356
With You - https://www.wearewithyou.org.uk/

Exploitation

Children:	**Adults:**
Staffordshire County Council	Staffordshire County Council
Children Services: 0300 111 8007	Adult Services: 0345 604 2719

Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/
IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040
ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136

NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500

Barnardo's https://www.barnardos.org.uk/
Know and See, https://knowandsee.co.uk/, 116 000

Mental Health
Hednesford Medical Practice - https://www.hednesford-medical-practice.nhs.uk/self-help/mental-health
Staffordshire and Stoke Talking Therapies - https://staffsandstoketalkingtherapies.nhs.uk/
Sources of support - https://www.staffordshire.gov.uk/Health-wellbeing-and-leisure/Keeping-well-and-staying-healthy/Mental-health-and-wellbeing/Sources-of-Support.aspx

Sexual Abuse and Violence
Staffordshire SARC, https://grangepark.org.uk/ 0330 223 0099
Rape Crisis, https://rapecrisis.org.uk/

Youth Violence/Crime
If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils.

Lives not Knives - https://www.livesnotknives.org/
Steel Warriors - https://www.steelwarriors.co.uk/
Ben Kinsella Trust - https://benkinsella.org.uk/
Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111

Hemel Hempstead	**Crime –** Embrace, 0345 60 999 60, https://embracecvoc.org.uk/ Victim Support, 08 08 16 89 111, https://www.victimsupport.org.uk/ **Domestic Abuse** – Herts Domestic Abuse Helpline, 08 088 088 088, https://www.hertsdomesticabusehelpline.org/ Refuge, 0808 2000 247, https://refuge.org.uk/i-need-help-now/hertfordshire-idva-service/ Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Drug and Alcohol** – CGL, 0800 652 3169, https://www.changegrowlive.org/ The Living Room – 0300 365 0304, https://www.livingroomherts.org/ **Mental Health** – CAMHS, 01442 913569 Single Point Access – 0800 6444 101 **Neglect** - Hertfordshire County Council, 0300 123 4043 (24hrs) **Sexual Violence and Abuse** – Herts SARC, 0808 178 4448, https://hertssarc.org/ **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Various links to anti Knife/Gang Crime organisations https://www.fightingknifecrime.london/partners
Hertford	**Domestic Abuse** Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 Herts Domestic Abuse Helpline – 0808 808 8088 Herts Sunflower - https://www.hertssunflower.org/herts-sunflower.aspx, 08 088 088 088 SAHWR - https://www.sahwr.org.uk/ 0300 124 5095 **Drug and Alcohol** – CGL, 0800 652 3169, https://www.changegrowlive.org/ The Living Room – 0300 365 0304, https://www.livingroomherts.org/ Emerging Futures - https://www.emergingfutures.org.uk/ 03330 124 714 **Mental Health** – A website with a variety of support services - https://www.hpft.nhs.uk/information-and-resources/spot-the-signs/support-for-young-people/ **Neglect** - Hertfordshire County Council, 0300 123 4043 (24hrs) **Sexual Violence and Abuse** – Herts SARC, 0808 178 4448, https://hertssarc.org/ **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Ben Kinsella Trust - https://benkinsella.org.uk/ Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111

Kings Lynn	**Domestic Abuse** Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 NIDAS - https://nidasnorfolk.co.uk/, 0300 561 0555 Leeway - https://www.leewaysupport.org/ , 0300 561 0077 **Drug and Alcohol** – CGL, 0800 652 3169, https://www.changegrowlive.org/ Adfam - https://adfam.org.uk/ 0207 553 7640 Matthew Project - https://www.matthewproject.org/ 01603 216 420 **Mental Health** – Norfolk and Suffolk Trust https://www.nsft.nhs.uk/ **Neglect - Children**: Norfolk County Council Children Services: 0344 800 8020 **Adults:** Norfolk County Council Adult Services: 0344 800 8020 **Sexual Violence and Abuse** – The Harbour Centre, https://theharbourcentre.co.uk/ 0330 223 0099 **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Ben Kinsella Trust - https://benkinsella.org.uk/ Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111
Leicester (Wigston)	**Domestic Violence –** http://www.nomoreabuse.org.uk/ 0808 80 20 028 http://www.uava.org.uk/ 0808 80 20 028 info@uava.org.uk Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Mental Health –** CAMHS Referral only through GP or A&E **Drug/alcohol misuse** Turning Point Young Persons and Young Adults Service 165 Granby Street Leicester LE1 6FE 0330 303 6000 http://wellbeing.turning-point.co.uk/leicestershire/ **Sexual abuse** http://www.nomoreabuse.org.uk/ 0808 80 20 028 http://www.uava.org.uk/ 0808 80 20 028 info@uava.org.uk www.juniperlodge.org.uk 0116 2733 330

Peterborough & Peterborough Performing Arts	**Mental Health** Cameo https://www.cpft.nhs.uk/service-detail/service/cameo-early-intervention-23/ Tel: 01733 353 250 Email: cameonorth@cpft.nhs.uk CAMHS https://www.cpft.nhs.uk/service-detail/service/child-and-adolescent-mental-health-services-camhs-63/ Tel: 0300 555 5810 Email: cpm-tr.peterborocamhsadmin@nhs.net Adult Locality Mental Health Teams https://www.cpft.nhs.uk/service-detail/service/adult-locality-mental-health-teams-102/ Tel: 0800 368 7853 **Neglect** Children: Adults: Peterborough: 0345 045 5203 Peterborough: 0345 045 5202 Cambridgeshire: 0345 045 5203 Cambridge: 01733 747474 Out of Hours: (Children & Adult) 01733 234724 **Sexual Abuse** Peterborough Rape Crisis Care Group https://www.prccg.org.uk/ 01223 245 888 Victim Support https://www.victimsupport.org.uk/ 08 08 16 89 111 Keep Your Head https://www.keep-your-head.com/adults/MH/mental-health/sexual **Eating Disorders** https://www.beateatingdisorders.org.uk/ 0808 801 0677
Poole	**Domestic Violence** National Domestic Violence Helpline 0808 2000 247 Women' Aid – helpline@womensaid.org.uk Paragon Domestic Abuse Service. https://theyoutrust.org.uk/ 0800 032 5204, ParagonDorset@theyoutrust.org.uk The Shores – Dorset SARC (Sexual Assault Referral Centre). https://www.the-shores.org.uk/ 01202 552 056 info@the-shores.org.uk http://thehideout.org.uk/ - A space to help young people understand domestic abuse and what action they should take if it is happening to them. Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Mental Health** CAMHS – Poole, 01202 584600 Dorset Mind Mental Health, https://dorsetmind.uk/ The Koru Project, https://www.the-koru-project.org.uk/contact/ The Listening Ear, 01202 980770, https://www.the-listening-ear.org/ The Mix, 0808 808 4994, https://www.themix.org.uk/ **Neglect** First Response Hub Adult Social Care 01202 735046 01202 123654 childrenfirstresponse@BCPcouncil.gov.uk

Sholing

Domestic Violence
National Domestic Violence Helpline 0808 2000 247

Women' Aid – helpline@womensaid.org.uk

Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327

The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244

Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040

National LGBTQ+ Domestic abuse helpline, 0800 999 5428

Exploitation
Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/
IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040
ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136

NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500

Barnardo's https://www.barnardos.org.uk/

Know and See, https://knowandsee.co.uk/, 116 000

Mental Health
CAMHS – 02382 317912 https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/child-and-adolescent-mental-health-service-camhs-southampton
Priory Wellbeing Centre – 023 8071 3000
Solent – https://www.solentmind.org.uk/ 023 8202 7810

Neglect

Children:	**Adults:**
Children Services	Adult Social Care
023 8083 2300	023 8083 4307

Youth Violence/Crime

If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils.

Lives not Knives - https://www.livesnotknives.org/
Steel Warriors - https://www.steelwarriors.co.uk/
Various links to anti Knife/Gang Crime organisations
https://www.fightingknifecrime.london/partners
Ben Kinsella Trust - https://benkinsella.org.uk/
Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111

St Ives	**Mental Health** Cameo https://www.cpft.nhs.uk/service-detail/service/cameo-early-intervention-23/ Tel: 01733 353 250 Email: cameonorth@cpft.nhs.uk CAMHS https://www.cpft.nhs.uk/service-detail/service/child-and-adolescent-mental-health-services-camhs-63/ Tel: 0300 555 5810 Email: cpm-tr.peterborocamhsadmin@nhs.net Adult Locality Mental Health Teams https://www.cpft.nhs.uk/service-detail/service/adult-locality-mental-health-teams-102/ Tel: 0800 368 7853 **Neglect** Children: Adults: Peterborough: 0345 045 5203 Peterborough: 0345 045 5202 Cambridgeshire: 0345 045 5203 Cambridge: 01733 747474 Out of Hours: (Children & Adult) 01733 234724 **Sexual Abuse** Peterborough Rape Crisis Care Group https://www.prccg.org.uk/ 01223 245 888 Victim Support https://www.victimsupport.org.uk/ 08 08 16 89 111 Keep Your Head https://www.keep-your-head.com/adults/MH/mental-health/sexual
Telford Town	**Domestic Violence** - Domestic Violence Helpline Shropshire (24/7) 0800 783 1359 Family Connect 01952 385385 Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 **Mental Health** - BEAM https://www.childrenssociety.org.uk/beam/shropshire **Drug misuse** – Telford Stars - https://www.telfordstars.org/ 0300 456 4291 Telfordstars@sssft.nhs.uk **Sexual Abuse and Exploitation –** https://www.axiscounselling.org.uk/contact-us/ The Holly Project 01952 947831 CATE (Children Abused Through Exploitation) 01952 385285 CEOP (Child Exploitation Online Protection) To report concerns about CSE visit: https://www.ceop.police.uk/ceop-reporting/

Tooting & Mitcham (London)	**Neglect** Child, Merton Safeguarding Children Partnership 020 8545 4226 or 020 8545 4227 (out of hours: 020 8770 5000) Adult, 0208 545 4388 safeguarding.adults@merton.gov.uk **Domestic Abuse** https://www.merton.gov.uk/communities-and-neighbourhoods/crime-prevention-and-community-safety/domestic-violence Victim Support https://www.victimsupport.org.uk/ 08 08 16 89 111 Women and Girls Network https://www.wgn.org.uk/ 0808 801 0660 Domestic Abuse Helpline for Men https://mensadviceline.org.uk/ 0808 8010 327 info@mensadviceline.org.uk **Mental Health** Commonside Community Development Trust https://commonside.net/ 020 8764 9582 Good Thinking https://www.good-thinking.uk/ Merton Medical Practice https://mertonmedical.com/digitalpractice/wellbeing-centre/mental-health/ **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Various links to anti Knife/Gang Crime organisations https://www.fightingknifecrime.london/partners

Watford	**Domestic Violence -** National Domestic Violence Helpline 0808 2000 247 Women' Aid – helpline@womensaid.org.uk Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 Rape Crisis, https://rapecrisis.org.uk/ Watford Women's Services - https://wwcplus.org.uk/contact 01923 816 229 Herts Sunflower - https://www.hertssunflower.org/herts-sunflower.aspx Hertfordshire Domestic Abuse Helpline: 08 088 088 088 or kim@mailpurple.org **Drugs** - CGL (Change, Grow, Live), https://www.changegrowlive.org/spectrum-hertfordshire-drug-alcohol-services/watford, Herts@cgl.org.uk, 0800 652 3169 The Living Room - https://www.livingroomherts.org/ 0300 365 0304 Family Lives - https://www.familylives.org.uk/ 0808 800 2222 **Exploitation –** Hertfordshire Grid, //thegrid.org.uk/ Watford Children's Services: https://www.hertfordshire.gov.uk/home.aspx 0300 123 4043 Watford Adult Services: https://www.hertfordshire.gov.uk/home.aspx 0300 123 4042 Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/ IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040 ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136 NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500 Barnardo's https://www.barnardos.org.uk/ Know and See, https://knowandsee.co.uk/, 116 000 **Youth Violence/Crime** If you are concerned about a learner who is involved in youth violence/crime and are in immediate danger, then do not hesitate to contact 999. If the learner is not in immediate danger, then please contact the local authority on the details above. There are numerous schemes and support available through the Police, Local Authority and Councils. Lives not Knives - https://www.livesnotknives.org/ Steel Warriors - https://www.steelwarriors.co.uk/ Various links to anti Knife/Gang Crime organisations https://www.fightingknifecrime.london/partners Ben Kinsella Trust - https://benkinsella.org.uk/ Crimestoppers - https://crimestoppers-uk.org/news-campaigns/campaigns/reporting-knife-crime, 0800 555 111 **Mental Health** Watford CAMHS 01923 470610 Adult Mental Health Services 01923 837000 Option 1 Mind Herts https://www.hertsmindnetwork.org/ 020 3727 3600 A website with a variety of support agencies https://www.mentalhealth.org.uk/explore-mental-health/get-help **Sexual** Herts SARC https://hertssarc.org/ 0330 223 0099 Herts Rape Crisis https://hertsrapecrisis.org.uk/ 01707 276512 Herts Sunflower - https://www.hertssunflower.org/herts-sunflower.aspx Watford Women's Services - https://wwcplus.org.uk/contact 01923 816 229

Woking	**Domestic Violence –** National Domestic Violence Helpline 0808 2000 247 Women' Aid – helpline@womensaid.org.uk http://thehideout.org.uk/ - A space to help young people understand domestic abuse and what action they should take if it is happening to them. Men's Advice Line – https://mensadviceline.org.uk/male-victims/ 0808 801 0327 The Mankind Initiative - https://www.mankind.org.uk/ 01823 334 244 Respect (For people committing domestic violence) - https://respectphoneline.org.uk/help-for-perpetrators/ 0808 802 4040 National LGBTQ+ Domestic abuse helpline, 0800 999 5428 Your Sanctuary - https://www.yoursanctuary.org.uk/ 01483 776 822 **Mental Health** Mind Works (CAMHS) - https://www.mindworks-surrey.org/ Family Voice Surrey – https://familyvoicesurrey.org/, 01372 705708 Emerald Place Clinic - https://www.sabp.nhs.uk/our-services/children-and-young-peoples-mental-health/new-cyps-unit **Drug misuse –** Life Works, https://www.priorygroup.com/ 01483 757572 Catch 22 - https://www.catch-22.org.uk/find-services/surrey-young-peoples-substance-use/#contact, 01372 832905 With You - https://www.wearewithyou.org.uk/ **Neglect - Children**: **Adults:** Surrey County Council Surrey County Council 0300 470 9100 0300 200 1005 cspa@surreycc.gov.uk asc.infoandadvice@surreycc.gov.uk **Exploitation – Children**: **Adults:** Surrey County Council Surrey County Council 0300 470 9100 0300 200 1005 cspa@surreycc.gov.uk asc.infoandadvice@surreycc.gov.uk Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/ IVISION Trust https://ivisontrust.org.uk/contact-us/ , 0113 240 3040 ECAPT UK https://www.ecpat.org.uk/ , 020 7607 2136 NSPCC https://www.nspcc.org.uk/, 0800 1111 or 0808 800 500 Barnardo's https://www.barnardos.org.uk/ Know and See, https://knowandsee.co.uk/, 116 000

Annex 4 Opening Safeguarding Cases and Recording Updates Using CPOMS

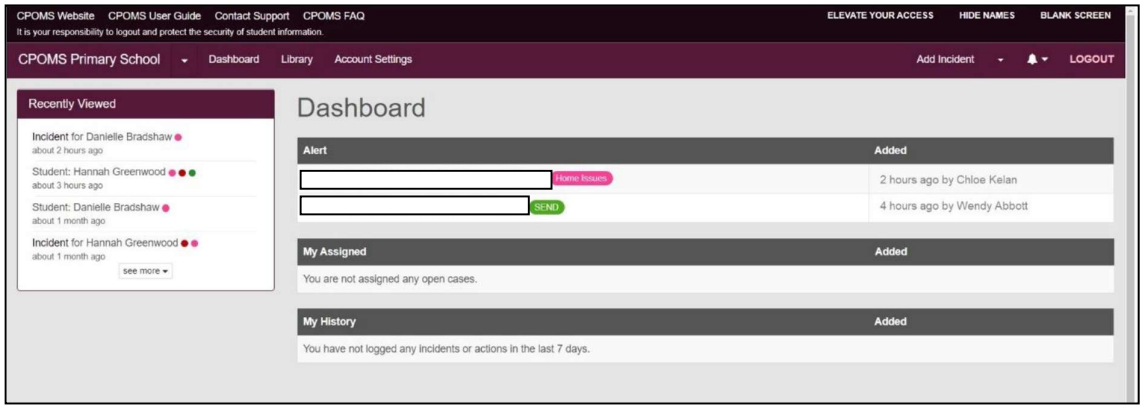
Only trained Designated Safeguarding Prevent Officers (DSPOs) should create and make subsequent entries to a current Safeguarding Incident in CPOMS. The Designated Safeguarding Prevent Officer completing the entry has "ownership" for its content and is responsible for informing the Company Senior Safeguarding Lead **and** Deputy Senior Safeguarding Leads that an incident has occurred via the *'Senior Safeguarding Leads'* button located in the *Alert Staff Members* section.

The Designated Safeguarding Prevent Officer (DSPO) completing the report may not necessarily be the person who has witnessed the incident. If this is the case, record the observer's or reportee's name in the ***Incident Details*** box. In the ***Incident Details*** box, state who has seen or said what, when, where etc. Be as detailed as possible. In this section also record any details of the perpetrator if known, description etc. Try to get any names and addresses of any witnesses.

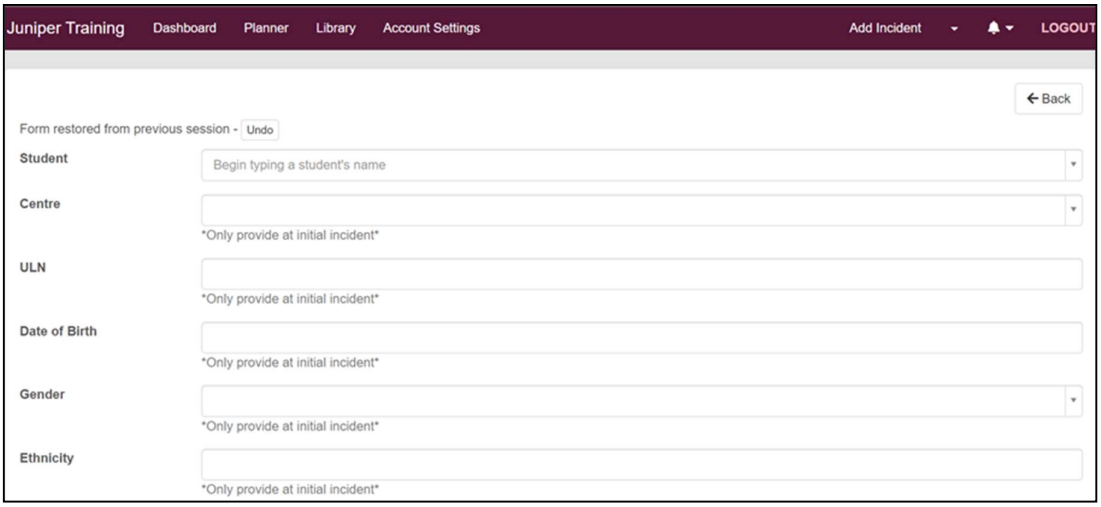
Records must be typed and saved into CPOMS, initially recording the incident details, any referrals to support agencies and a risk assessment as necessary. Other relevant documents should be scanned and saved using the document vault tab. Each student should also have entries in their Safeguarding Incident Log, so that DSPOs can record ongoing progress of open cases. These must be updated a **minimum of once per month and more frequently as updates occur**. **High Priority cases must be updated weekly, as a minimum and more frequently as updates occur.**

These forms are designed to record any incidents of suspected abuse. If the incident involves either young people (age 18 and under) or vulnerable adults, further action may need to be taken and information referred to either the Local Safeguarding Partnership, Social Services or the police, it is the responsibility of the Designated Safeguarding Prevent Officer to make this decision.

To add a new Safeguarding record OR update to the system click on the 'Add Incident' button, available to the top right of your dashboard.



You will then be taken to the 'Add Incident' form, where you can fill in all of the details about the incident.



When opening the initial incident for a new learner. **YOU MUST** select the following fields:

- Student – provide first name **AND** surname
- Centre
- ULN
- Date of Birth
- Gender
- Ethnicity
- Disability / Medical / Health condition
- Initial Incident – ensure you select this when opening a new safeguarding record

Please note that these only need to be completed when opening a Safeguarding record and NOT when providing further updates.

This information will also be used to enable tracking and auditing of a case. Staff must also detail on the student's contact log that a Safeguarding incident has occurred, and the Company Senior Safeguarding Lead and Deputy have been informed (however, do not state the reasons or disclose any details on the contact log).

Incident

Fill in the 'Incident' text box with all of the details about the disclosure or update and the support provided/action taken to support the learner. All information must be **accurate**, **specific** and provide a **clear, factual** but **detailed** account of the incident; this is so the safety and wellbeing of the vulnerable individual can be tracked and monitored robustly. Any additional notes should be recorded in the *Progress Log* or scanned and saved in the document vault. This is a free text box so you can add as much or as little as needed.

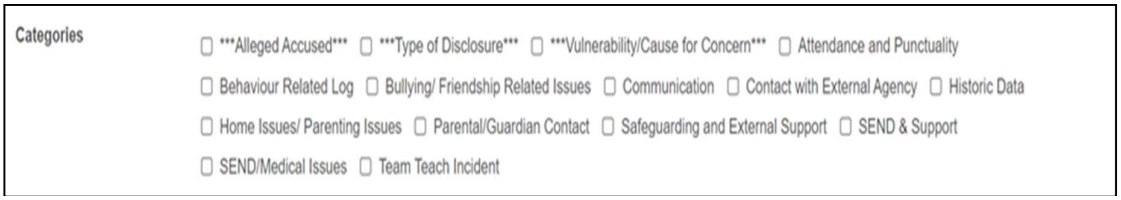
Categories

Once you have filled in all of the details about the incident and action taken, you will need to select at least one category to assign it to. If there is an overlap, you may select more than one.

When you select a category, a set of subcategories will appear for you to select a secondary category.

When opening the initial disclosure for a new learner **YOU MUST** select the following categories and make selections from the subsequent subcategories:

- ***Alleged accused***
- ***Type of disclosure***
- ***Vulnerability/cause for concern***



Linked student(s)

You can then choose to link in other learners if more than one is involved in a particular incident (You can only link other learners who have an open Safeguarding record). This will copy the incident to all learners selected. You can also click to monitor the linked student under the same category(s) if necessary and choose whether to share any documents you attach to the incident to their profile(s) as well.

Maps

The 'Maps' feature allows you to apply numbered markers to a map image to support your incident text. This will default to our 'Body Map'. You can then record details about your numbered markers within the Incident section.

Date/Time

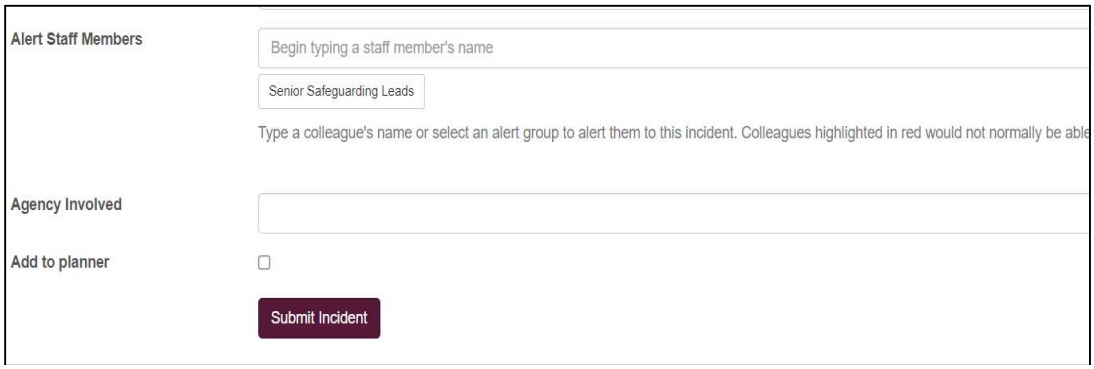
Following this you can select a date and time. These will both default to the current date and time, however if you wish to change it to when the incident actually occurred you can do so here.

Status
If you are opening a Safeguarding record for a learner for the first time, the status is to be set as 'ACTIVE'.

Assign To
This section is to be left blank and not assigned to any particular individual(s).

Files
If you would like to attach a file/document to support the incident *e.g. the 'Child on Child Sexual Violence and Sexual Harassment Risk Assessment', a social services letter, previous school case notes, a copy of a referral to the Local Children's Safeguarding Partnership or meeting minutes etc.* you can do so at this point. Simply click to browse and find the relevant document on your machine and add or drag a file from one of your folders into the area to upload.

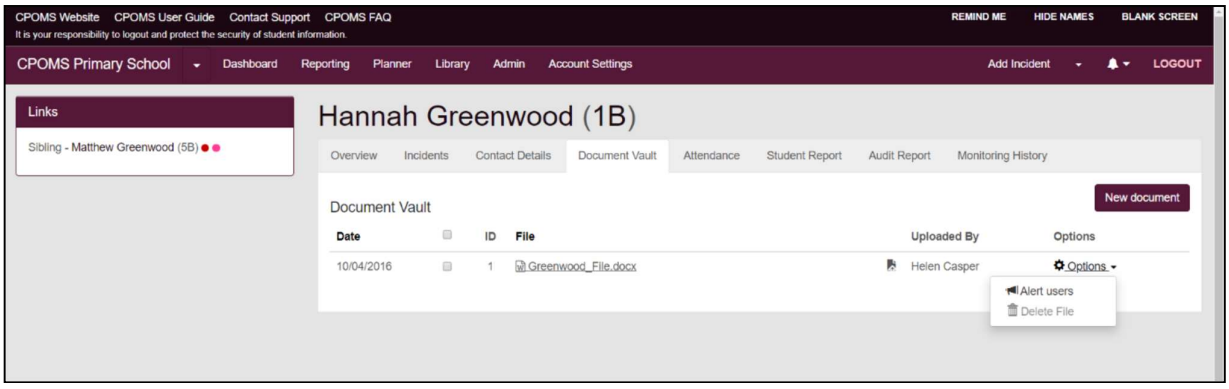
Alert Staff Members
Once you have completed the record, **you must alert all Safeguarding Leads** by selecting the 'Senior Safeguarding Leads' alert group button beneath the individual alert option, see below. You may also choose to alert other members of staff such as PM's or Director of Foundation Learning & Director of Apprenticeships etc. To do this, begin typing a name and CPOMS will filter through all CPOMS registered staff members for you to select from.



Agency Involved
You can also add any agency names to the incident to make others aware of which agencies are involved with this incident/ learner.

Once all of the above has been done, you must select the **'Submit Incident'** button to submit. This will then send out email alerts to all of the Senior Safeguarding Leads and other member of staff selected, telling them that they need to log in to CPOMS to look at a newly added incident. This Incident will also appear under the history section on your dashboard.

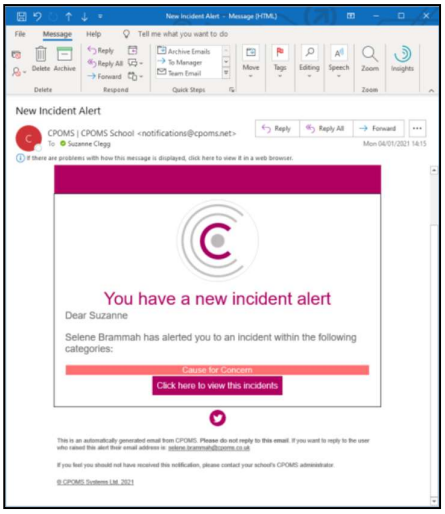
Document Vault
The **Document Vault** is the fourth tab along and can hold any type of document which you may wish to upload to CPOMS. Once a document is uploaded to CPOMS it is encrypted so it is highly secure.
To upload a document, select the 'New document' button to the top right hand of your screen.



Viewing an Incident

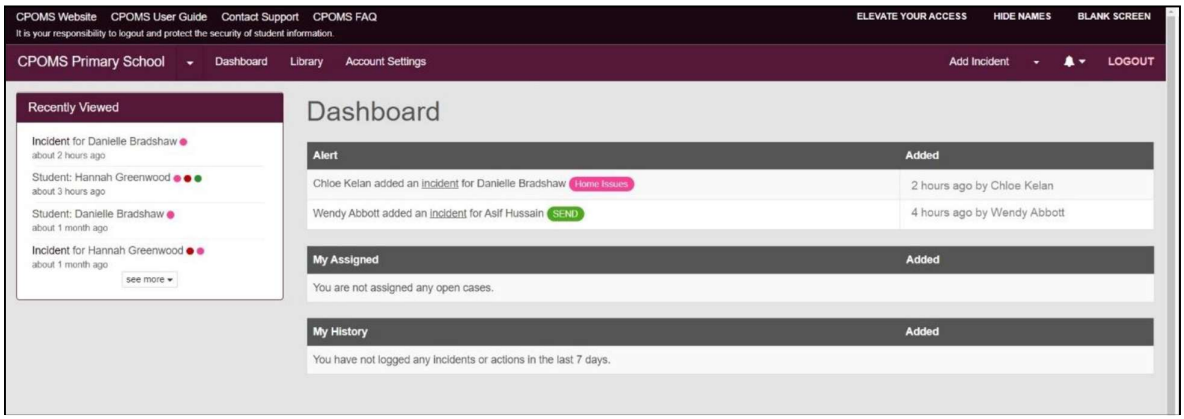
If you have been sent any alerts at all, you will also receive an email to your Juniper email address to make you aware of the fact that you have been sent an alert by a member of staff.

The email will tell you who has created the alert and which category it falls under but no other information. It will then give you a link to your CPOMS log in page to view the content in full.



Once logged into the dashboard you will see your list of alerts. It will again tell you which member of staff has alerted you, which student the alert is about, the category(s) the incident falls under and when the incident alert was created.

If you now click on the word '**Incident'**, see below, you will be taken directly to view the incident.



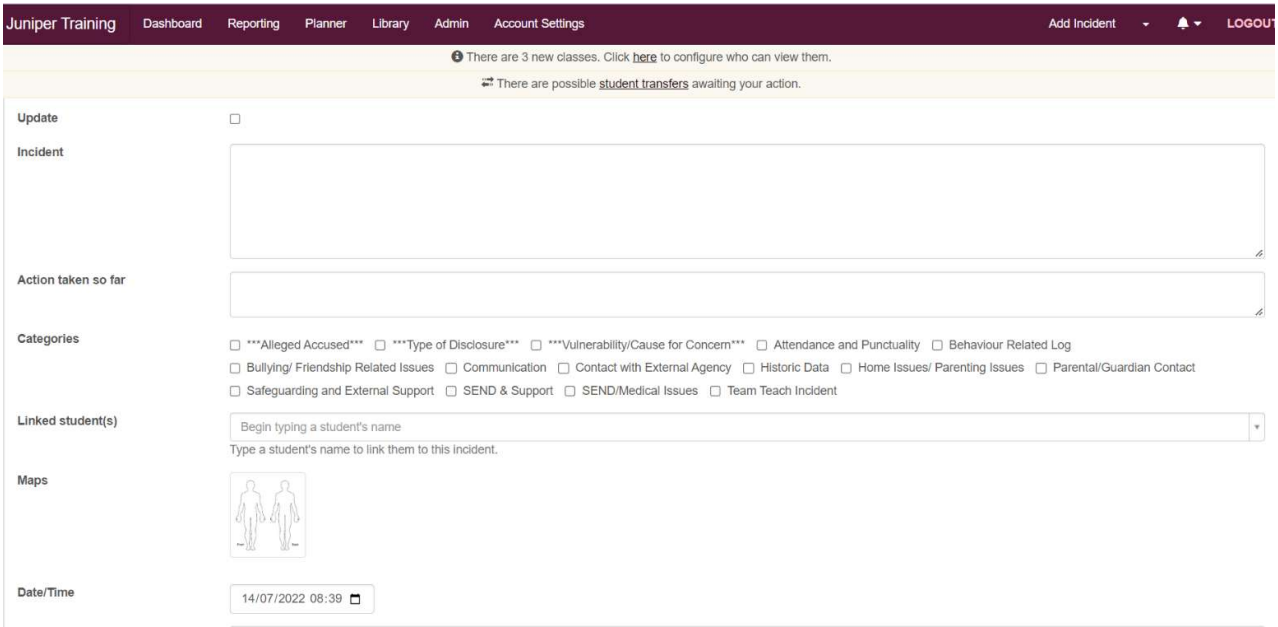
Once you have read and dealt with the incident, you can choose to **'Add Action'** below the content, to add in the detail of any action you have taken, or what you would now like a colleague to follow up.
Once you have added your action you may mark the incident as read to acknowledge that you have seen the incident and understand the content.

Please note: if a safeguarding issue occurs on a Friday, DSPOs will have until 10am on the following Monday to complete Juniper's Safeguarding Report (above) via CPOMS and alert Juniper's Senior Safeguarding Lead and Deputy Senior Safeguarding Leads (Tara Hughes, Aaron Squires, Triona O'Donnell & Victoria Davies).

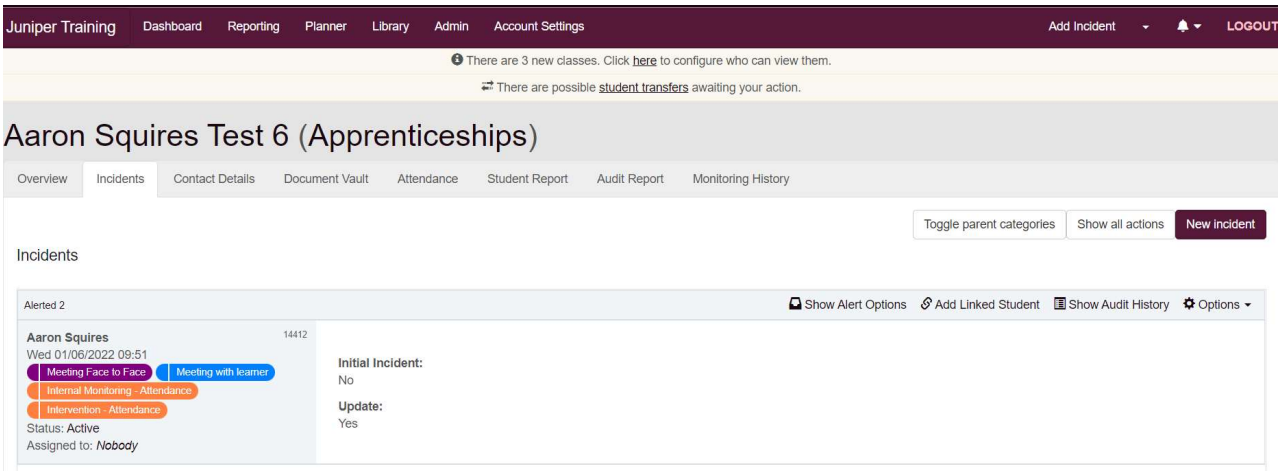
HOWEVER, the issue itself MUST be dealt with/reported to the appropriate external authority (Police, Local Authority/Children's Services/Social Worker etc.) including completion of any referral form that the appropriate authority may request (e.g. MARF Referral Form/Family Connect Referral Form/MAT Team Referral Form/Prevent Referral Form etc.) before you leave on Friday to ensure that the student is safe and not at risk of harm.

If you have made direct contact with the Police or Social Services or any other support agency, record the name of who you spoke to and any reference number issued to you in the ***Contacts*** tab. Alternatively, if they have contacted you, please also detail this information. If referrals are made to more than one agency, details of each agency must be recorded.

Safeguarding Progress/ Log



It is the responsibility of DSPOs to monitor all safeguarding incidents reported and detail progress updates, using the incident tab on CPOMS



Ongoing progress monitoring will be carried out by the Senior Safeguarding Lead or Deputy and/or Director of Foundation Learning & Director of Apprenticeships.

Child-on-Child Sexual Violence, Sexual Harassment & Bullying Risk Assessment

NOTE: This must be completed when there has been a report of child-on-child sexual violence. Where there has been a report of child-on-child sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. **A Master copy of this form is available in the 'Library' on CPOMs**

This Risk Assessment should be kept under review, actively considering the risks posed to all students and putting adequate measures in place to protect them and keep them safe. DSPOs should ensure they are engaging with children's social care and specialist services as required.

Please indicate whether this risk assessment is for:		
Child on Child Sexual Violence	Yes	No
Child on Child Sexual Harassment	Yes	No
Bullying	Yes	No
Does the victim and the perpetrator attend Juniper?	Yes	No
Does the victim and the perpetrator attend the same classes?	Yes	No
Does the victim and the perpetrator travel to Juniper using the same transport?	Yes	No
Based on the above information what action will you take to protect the victim?		
Based on the above information what action will you take to protect the perpetrator?		
Based on the above information what action will you take to protect other children (if applicable)		
How will you manage the report?		
Manage Internally	Yes	No
Early Help	Yes	No
Immediate Referral to Children's Social Care	Yes	No
Immediate Referral to the Police	Yes	No
Please justify your reasons for how you have managed the report: NOTE: Please ensure that you record all contact details and details of advice received in the Safeguarding Report above		

Annex 5 Safeguarding Incident Recording & Reporting Process

Concerns for the safety or wellbeing of a student
Staff investigates concerns or suspicions around the safety or wellbeing of a student by speaking to relevant parties and making notes.

If the safety or wellbeing of the student is identified as AT RISK of significant harm:
Staff make the student aware that the incident will be reported and raise concerns with the centre **DESIGNATED SAFEGUARDING PREVENT OFFICER (DSPO)** as soon as possible.

NOTE: If a DSPO is not available and the incident requires immediate attention then appropriate action should be taken by the staff member to report to the relevant authority.

NOTE: All DSPOs should have a good working knowledge of local safeguarding arrangements i.e. they should be familiar with the local reporting procedures and referral processes to the Local Authority, Police & Prevent Teams.

Completing the Safeguarding Record
The **DSPO** if possible, will speak with the individual/s concerned, using the student's Learner Support Pack/Smart Assessor and other notes to further investigate the incident.

The **DSPO** creates a Safeguarding record for the learner in CPOMS following the guidance in Annex 4 and takes appropriate action as required.

The DSPO is responsible for monitoring the safety and wellbeing of students on an ongoing basis and should record regular updates on the Safeguarding Incident Log. **An update needs to be recorded on the Incident Log at least once per month and more frequently when additional/new information comes to light. If the case is 'High Priority' (the Deputy Senior Safeguarding Lead will advise on this), then it should be updated weekly as a minimum and more frequently when additional/new information comes to light.**

Safeguarding Centralised Record
The **DSPO** saves the entry in CPOMS. This **MUST** be completed within 48 hours*** of the disclosure of the incident.

The DSPO must notify all senior safeguarding leads by clicking the *Senior Safeguarding Leads* button within the *Alert Staff Members* section in CPOMS **(SENIOR SAFEGUARDING LEAD (Tara Hughes) and** the **DEPUTIES (Aaron Squires, Triona O'Donnell and Victoria Davies)** to inform them that an Incident has occurred.
DSL should ensure that all DSPO's can access CPOMS.

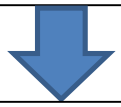
***** NOTE: if a safeguarding issue occurs on a Friday DSPOs will have until 10am on the following Monday to complete the Incident in CPOMS and notify Juniper's Senior Safeguarding Lead and Deputy Senior Safeguarding Leads (Tara Hughes, Aaron Squires, Triona O'Donnell and Victoria Davies). However, the safeguarding issue and referral to the appropriate agencies MUST be dealt with and completed on the Friday before the staff member leaves.**

Recording and Monitoring Safeguarding Incidents Centrally
The Senior Safeguarding Lead or Deputy Senior Safeguarding Lead will acknowledge receipt of the entry into CPOMS by responding through CPOMS within 24 hours of the recorded incident and conduct a review to ensure that the safeguarding incident has been dealt with appropriately and the student has been protected and is safe from harm.

The Senior Safeguarding Lead or Deputy Safeguarding Lead will advise the DSPO if any further action is required and will update the student's Safeguarding record accordingly.

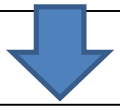
DEPUTY SENIOR SAFEGUARDING LEAD MONTHLY CHECKS

During each centre's monthly safeguarding review, DSL to check on safety and wellbeing of all open cases, record progress and further actions to date on all open cases – recorded for all students in CPOMS. Deputy Senior Safeguarding Lead to inform Senior Safeguarding Lead & Director of Foundation Learning & Director of Apprenticeships of any concerns/issues.



SENIOR SAFEGUARDING LEAD AND Director of Foundation Learning & Director of Apprenticeships SAMPLE CHECKS

Senior Safeguarding Lead to attend a minimum of one quarterly safeguarding meeting with the Deputy Senior Safeguarding Lead & a PM, to carry out sample checks.
Director of Foundation Learning & Director of Apprenticeships to monitor the progress of vulnerable students by carrying out sample checks in monthly meetings with PMs.



CENTRE PROVISION REVIEWS

Head of Quality/Student Support Manager to carry out case review of a sample of open cases – report on findings and further actions in the centre's Provision Review Report, followed up in Provision Review feedback by Head of Quality/Senior Safeguarding Lead.



MONTHLY BOARD MEETINGS

The Senior Safeguarding Lead or Deputy Lead to provide a report on all new case referrals and current 'open' cases along with identifying any relevant safeguarding information (e.g. trends, safeguarding updates, issues)

Records must show that the safety and wellbeing of the vulnerable individual is being robustly monitored and that collation of ongoing reporting is accurate.



MANAGEMENT BOARD GOVERNANCE MEETINGS

The Senior Safeguarding Lead or (deputy in their absence) reports to the Board and Governors in Governance Meetings to provide an update, to include a summary of all reported incidents to date. The Management Board and Governors to hold the Senior Safeguarding Lead to account to be assured that students are being kept safe and issues are being dealt with appropriately.

The reporting and monitoring mechanisms need to identify trends and interventions discussed and actioned accordingly.



CASE REVIEW AND CLOSURE

DSPO to monitor the welfare and wellbeing until they are assured that the safety and wellbeing of the individual has been maintained and that student is no longer at risk of harm.

Cases will be closed by the Deputy Senior Safeguarding Lead in monthly safeguarding meetings, when satisfied that the individual is safe and no longer at risk from harm – the record within CPOMS will be updated to confirm this. Senior Safeguarding Lead or Director of Foundation Learning & Director of Apprenticeships are also authorised to undertake case closures, where required.