



ALPHA INCLUSION AND COMMUNICATION LIMITED

Name of policy	SAFEGUARDING POLICY FOR UNREGISTERED ALTERNATIVE PROVISION INCORPORATING CHILD PROTECTION
Team member with responsibility for this policy:	Claire Chadderton, Safeguarding Guardian
Review date	01.10.25
Frequency and date of review	01.10.26 (to be reviewed annually or earlier if required)
Details of dissemination	Commissioners Team Members, regular visitors and volunteers Board members Email communication and paper copies available on request and from our website
Reference number	AIC Safeguarding Policy
Name of reviewers	Claire Chadderton, Leona Brown, Ricci Butler, Amy Eleftheriades and Sarah Matthews
Amendments and reason	28.1.26 transferred to updated template v 12 available Norfolk Safer Partnership (CC SM)

Section 1. Key contacts

Name	Role	Contact details	Availability
Claire Chadderton	Designated Safeguarding Person Safeguarding Guardian and Outreach Practitioner	safeguarding@alphainclusion.co.uk 07483414744 or (01603) 926170	Monday, Wednesday, Thursday, Friday 9am- 5pm Tuesday 9.30am- 2.30pm
Ricci Butler	Alternate Designated Safeguarding Person and New Business and Services Development Lead	safeguarding@alphainclusion.co.uk 07483414811 or (01603) 926170	Monday, Tuesday, Wednesday, Thursday, Friday 9am-5pm
Leona Brown	Alternate Designated Safeguarding Person and Operational Lead and People Guardian	safeguarding@alphainclusion.co.uk 07483 414812 or (01603) 926170	Monday, Tuesday, Wednesday, Thursday, Friday 9am-5pm
Children's Advice and Duty Service (CADS) Norfolk County Council Norfolk Community Directory	Single point of contact for raising concerns about a child.	0344 800 8021	How to Raise a Concern Norfolk Safeguarding Children Partnership PWWC
Local Authority Education Duty Desk	Advice where there is a concern about an adult working with a child	01603 307797	
LADO	Making referrals about an adult who may have caused harm to a child, using LADO referral form	LADO@norfolk.gov.uk or by calling 01603 223473 Call the Duty Desk above for advice before making a LADO referral.	

Version 12



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Unregulated alternative provision must have due regard to the safeguarding of the children attending the placement. As noted in [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk), **rapid reviews and child safeguarding practice reviews have highlighted that missed opportunities to record, understand the significance of, and share information in a timely manner can have severe consequences.**

Within this policy, where the guidance is clear that the commissioner should be informed the following applies in all cases, where the child or young person:

- is on a school roll, contact the DSL at the home school
- is under the remit of the [Transitional Education Service \(Section 19 team\) - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk), contact the relevant adviser/key contact and cs.educationalprovision@norfolk.gov.uk as outlined in their policy
- is in care, and the placement has been commissioned by the [Virtual School for Children in Care and Previously in Care - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk), contact the relevant adviser/key contact
- is electively home-educated, contact an adviser within [Home Education - Schools \(norfolk.gov.uk\)](http://norfolk.gov.uk)
- is commissioned by an EHCP coordinator within the Post-16 sector, contact the relevant EHCP coordinator/ key contact.

If you feel it is an emergency call the Police on 999.

If the DSP or alternative DSP are unavailable anyone with a safeguarding concern can contact The Children's Advice and Duty Service (CADS).

-A team member or volunteer can call (0344 800 8021) and choose from the following options:

Option 1-the child or young person is currently being supported by a Social Worker or Family Practitioner.

Option 2-your call relates to Child Exploitation.

Option 3-your call relates to Domestic Abuse.

For all other Safeguarding Concerns please hold until your call is answered.

-A parent or member of the public can call (0344 800 8020).

Section 2. Introduction (Aim / Ethos)

The purpose of Alpha Inclusion and Communication's safeguarding policy is to provide a secure framework for safeguarding and promoting safeguarding for all who attend our sessions, or associated persons who we come into contact with.

The policy aims to ensure that:

- all our children, young people and adults are safe and protected from harm. This means we will always aim to be:
- providing help and support to meet the needs of children, young people and adults as soon as challenges are identified
- protecting children, young people and adults from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children, young people and adult's mental and physical health or development

Version 12



Norfolk County Council



- ensuring that people grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
- other elements of provision and policies are in place to enable children, young people and adults to feel safe and adopt safe practices.
- team members, young people, visitors, volunteers and parents are aware of the expected behaviours and the organisations legal responsibilities in relation to the safeguarding and promoting the welfare of all of our children, young people and adults.

This policy will give clear direction to all team members, visitors, commissioners, parents and carers, children and young people about expected behaviour and our legal responsibility to safeguard and promote the welfare of all those at our setting.

Alpha Inclusion and Communication fully recognises the contribution it can make to protect people from harm and supporting and promoting the welfare of all children and young people who attend our provision. The elements of our policy are prevention, protection and support. This policy applies to all children, young people, team members, commissioners, parents and carers, and visitors.

Company ethos

At Alpha Inclusion and Communication (AlphaIC) we recognise that the welfare of children, young people and adults is of paramount importance and our organisation will establish and maintain an ethos whereby people are paramount and that they have equal rights of safeguarding. All organisations that work or come into contact with children, young people, adults and/or adults at risk need to have safeguarding policies and procedures in place. Government guidance is clear that all organisations working with children, young people, adults at risk, parents, carers and/or families have responsibilities for safeguarding. It is important to remember that children, young people, adults and/or adults at risk can also abuse and that such incidents fall into the remit of this policy. We have a duty of care and will do everything we can to provide a safe and caring environment whilst they attend our activities and work alongside our team members and organisation. All team members will reassure victims that they are being taken seriously and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

We recognise that team members at our organisation play an important role as they are able to identify concerns and provide help to prevent concerns from escalating. **All team members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, young person or adult, team members and volunteers should always act in the interests of those to whom the concern relates and have a responsibility to take action, as outlined in this policy, and without delay (see p4). Team members must always act in the **best interests** of the person.

At AlphaIC we ensure that safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We operate with the best interests of the person our heart. We aim, at all times, to attain best safeguarding practice throughout all of our activities with children, young people, and adults. We endeavour to provide a safe and friendly environment and celebrate all achievements. We will achieve this by adhering strictly to this policy, guidance and risk assessments. AlphaIC also holds current Public Liability Insurance which covers all of our activities.



Where there is a safeguarding concern, a child, young person or adult at risk's, wishes and feelings are considered when determining what action to take and what services to provide. The systems we have in place are well promoted, easily understood and easily accessible for persons to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. Our systems are designed to ensure that schools and other commissioners, such as the local authority, are informed **without delay (see p4)**. where there is a safeguarding concern.

All team members and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure and how to record and report the information. We will not make promises to any child, and we will not keep secrets. Every child will know what the adult will have to do with any information they have disclosed. All team members will be trained to recognise that victims 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. At all times we will work in partnership and endeavour to establish effective working relationships with schools, other commissioners, parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).

AlphaIC recognises that children and young people who may benefit from unregulated alternative provision are often the most vulnerable children. They may have special needs (with or without an Education Health and Care Plan [EHCP]), medical needs, attendance difficulties, challenging behaviour, experienced adverse child experiences and trauma, a social worker, be suspended (after day 6), at risk of permanent exclusion, in care and/or known to supporting agencies such as the Youth Justice Service for example. AlphaIC understands that children and young people attending alternative provision may feel more at ease (than, for example, in a school setting,) and therefore make disclosures more readily than in school.

AlphaIC will ensure that **pre-placement**, the following information is recorded:

- If a school is the commissioner, the name and contact details for the home school's Designated Safeguarding Lead
- If the local authority is the commissioner, the name, telephone number and email for the local authority officer commissioning the placement and/or key contact at the Virtual School for Children in Care or Previously in Care, as appropriate
- A clear service level agreement on how safeguarding concerns will be communicated, followed up and by whom, and how regular communication between the home school/commissioner and AlphaIC will be assured
- Pupil-specific risk assessment
- Emergency contact details for the pupil
- Key medical information

Additional guidance on pre-placement procedures is available at [Unregulated alternative provision templates - Schools \(norfolk.gov.uk\)](#)

At AlphaIC we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty (a legal requirement under the Equality Act 2010)

This means we do not unlawfully discriminate against anyone because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).



Section 3. Roles and Responsibilities of DSP

AlphaIC has a team of Designated Safeguarding Leads that work together to ensure that all safeguarding issues raised by practitioners and wider team members are effectively responded to, recorded, and referred to the appropriate agency. DSP availability is communicated to team members in advance and, if for any reason, the named DSP is unavailable (sickness, training, outreach commitments), AlphaIC team members shall be informed of this amendment at the earliest opportunity and another DSP from the designated safeguarding team shall be available.

The AlphaIC Safeguarding team includes the following team members;

The **Designated Safeguarding Lead (DSP) and Safeguarding Guardian for AlphaIC** is: Claire Chadderton

AlphaIC Alternate Designated Safeguarding Leads (DSPs) are: Ricci Butler and Leona Brown

Our central safeguarding mailbox is: safeguarding@alphainclusion.co.uk

Alpha Inclusion and Communication is responsible for ensuring;

- all team members carry out all the requirements of this policy
- all team members work in a way that will safeguard and promote the welfare of all children, young people and adults attending our services
- all team members receive appropriate safeguarding induction on appointment
- all team members are adequately trained to carry out safeguarding duties
- all team members maintain timely and detailed records of safeguarding
- the safeguarding leads have sufficient time to carry out their duties
- this policy is reviewed and updated annually
- all team members read and sign annually to say they have read and understood Part One of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) procedures are in place for dealing with allegations against members of team members
- procedures are in place for promptly informing schools and commissioners of safeguarding concerns
- safeguarding records are maintained confidentially and securely
- safer recruitment practices are followed
- placement procedures to AlphaIC include detail on when and how safeguarding concerns are reported back to schools and other commissioners
- placement paperwork includes contact details for the commissioning schools' Designated Safeguarding Lead
- sufficient information is provided to visitors on how to report a safeguarding concern (e.g., by providing a leaflet on arrival, or having a poster in reception)
- DSP's have a role and responsibility to ensure that safeguarding training for all team members takes place once a year and for arranging safeguarding training for all team members, including volunteers who work with children, young people and adults in our holiday sessions and as part of our induction process.

The Designated Safeguarding Lead and Alternate Designated Safeguarding Leads at AlphaIC are responsible for;

- **ensuring** commissioners are informed of safeguarding concerns **without delay (see p4)**.
- ensuring that safeguarding records are maintained confidentially, accurately and securely
- liaising with Children's Services and other agencies and make referrals to The Children's Advice and Duty Service or Local Authority Designated Officer (LADO) when required.
- responsibility for making sure the policy is reviewed yearly and updated when changes happen at local/national level.
- ensuring all team members/volunteers/visitors/parents are aware of this policy and the procedures to follow.

Version 12



Norfolk County Council



- ensuring all team members and volunteers have received appropriate safeguarding information during induction and have received safeguarding training.
- ensuring that safer recruitment practices are followed.
- updating team members on changes to safeguarding.
- completing DSP/DSL Training.
- following the Norfolk Continuum of Needs Guidance produced by the Norfolk Safeguarding Children Partnership (NSCP).
- maintaining an accurate central log of home school Designated Safeguarding Lead and/or other commissioner contact details

The Compliance team and Safeguarding lead(s) are advised to sign up to [Norfolk Schools ECourier](#) to receive weekly Management Information [MI] sheets. These often contain safeguarding updates for schools and may be of value to unregistered alternative provision settings.

Section 4: Safer Working Practices for team members and volunteers

Team members and volunteers are **made aware of this policy and any changes by** signing a distribution sheet and resigning each time changes are made. Read receipts for electronic versions are logged and updates are provide throughout the year at regular meetings.

Safer recruitment

We will ensure that the Operation Lead(s) and at least one other team member will have completed appropriate safer recruitment training. At all times the Operational Lead(s) will ensure that safer recruitment practices are followed, broadly in line with those detailed in **Part 3** of [Keeping children safe in education](#). At least one person involved in conducting an interview will have received safer recruitment training.

At AlphaC we will use the recruitment and selection process to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities.

We require details of a candidate's present (or last) employment and reason for leaving; full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment and evidence of original academic certificates. We do not accept testimonials, and a position will only be offered subject to references. We will question the contents of application forms if we are unclear about them, and shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

At AlphaC we use a range of selection techniques to identify the most suitable person for the post. Structured questions are agreed by the interview panel and any potential areas of concern are explored to determine the applicant's suitability to work with children. We will undertake Disclosure and Barring Service (DBS) checks on all team members, volunteers and trustees to ensure we are recruiting and selecting the most suitable people to work with children.

We will maintain a Single Central Record [SCR]¹ of all safer recruitment checks carried out in line with recommendations from [Keeping children safe in education](#). A senior member of team members will check the SCR regularly to ensure that it meets statutory requirements.

¹ See [Safeguarding forms and templates - Schools \(norfolk.gov.uk\)](#) for a template
Version 12

At AlphaIC we recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. Therefore, we understand the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

As per paragraph 334 of [Keeping children safe in education](#) we will ensure that written confirmation is provided to all home schools and commissioners that appropriate safeguarding checks have been carried out on our team members, i.e., those checks that the school would otherwise perform in respect of its own staff. **Appendix 6** provides a sample form for this purpose. **Appendix 6** also provides a checklist for the suggested organisation of team members files.

We will always gain the correct level of DBS disclosure appropriate to the role.

There is no official expiry date for a paper DBS certificate. However, our organisation will request a new paper DBS check every two years as part of our ongoing safer working practices.

The procedure for DBS Checks

We will always gain the correct level of DBS disclosure appropriate to the role.

There is no official expiry date for a paper DBS certificate. However, our organisation will request a new paper DBS check every two years as part of our ongoing safer working practices.

Safeguarding training and induction

When new team members join AlphaIC they will be informed of the safeguarding arrangements in place. All team members will annually be given a copy of this **safeguarding policy** and **Part One of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)**. All team members are expected to read these key documents and sign a log to record that all have been read and understood. They will also be provided with contact details for the safeguarding lead(s) and information about how to record and report safeguarding concerns.

All team members will have access to safeguarding training annually and will be given access to the **safeguarding policy** and **Part one of 'Keeping Children Safe in Education (2024)** . All new team members will receive safeguarding training within two weeks of joining the team. As part of induction team members will meet with our Safeguarding Guardian and be informed as to who our Alternate Designated Safeguarding Leads are. The induction training programme will include information relating to signs and symptoms of abuse, how to manage a disclosure (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record concerns, the processes for referral to Children's Services and the remit of the safeguarding lead(s). The induction will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Team members will also receive online safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring as this is part of the overarching safeguarding approach of our organisation and shall also be expected to complete an online safeguarding training course run by an external provider (SAFE CIC) within two-weeks of joining the AlphaIC team.

Team members shall also have time allocated as part of their induction to meet directly with additional Guardians whom can support them in their roles. Access to additional associated policies also form part of our induction process and all team members are expected to read these key documents and indicate their understanding.

Version 12



Norfolk County Council



In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist team members to understand and discharge their role and responsibilities as set out in **Part One of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)**. In order to achieve this, we will ensure that:

- all team members will undertake appropriate annual safeguarding training and we will evaluate the impact of this training;
- all team members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, Operational and Organisational meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children and young people effectively.

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

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

When needed, team members will receive further safeguarding training, and first aid training, at the appropriate level, as soon as possible. The safeguarding training programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child (including reassuring victims that they are being taken seriously and that they will be supported and kept safe), how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Leads (DSPs). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. Team members will also receive online safety training, including understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring as this is part of the overarching safeguarding approach of our organisation.

We actively encourage all of our team members to keep up to date with the most recent local and national safeguarding advice and guidance and **Annex B of 'Keeping Children Safe in Education' (2024)** provides links to guidance on specific safeguarding issues such as Child Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via the Norfolk Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Norfolk Schools and Learning Providers website](#). As a commitment to maintaining up to date knowledge and local and national safeguarding advice and guidance Alpha Inclusion and Communication is also a member of the **Norfolk Safer programme** and member of **SAFE CIC (Safe Activities for Everyone, CIC)**.

All team members, regular visitors, volunteers and commissioners will be informed of our safeguarding procedures; including how to contact the safeguarding lead(s), how to record a concern and pass it on. Parent(s) and carers will be signposted to our policy on our website.

The Safeguarding Guardian and Alternate DSPs will attend further Designated Safeguarding Lead (DSP) training provided by the Local Authority. After initial training, refresher courses shall be accessed in line with guidance to update their awareness and understanding of the impact of the wider agenda of safeguarding issues.

All DSPs will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership at least once every three years. In addition to formal training, all DSPs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. This will be achieved through accessing the Norfolk



Safer Partnership, Safe CIC, NSCB and NSPCC e-courier updates and disseminating national and local updates to team members.

All team members complete PREVENT training and FGM training annually. Non-student-facing team members (e.g. our Finance Guardian), will complete this bi-annually in line with government recommendations due to their non-direct role working with children. If at any point a non-student facing team member is to be working directly with young people they will be supervised at all times and shall inform the Safeguarding Guardian and/or Alternate DSPs prior to, and following, this event to receive specific updates and training that may be pertinent to the work in which they are conducting (e.g. observations, practitioner support etc).

Our Board of Trustees receive regular updates from our Safeguarding Guardian and training takes place at induction and is updated regularly. Training and updates are delivered to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust approach to safeguarding at AlphaIC.

AlphaIC all team members are made aware, through training, that mental health problems can, in some cases, be an indicator that a child, young person or adult has suffered or is at risk of suffering abuse, neglect or exploitation. Our team members are well placed to observe day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We understand that where children young people and adults have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, team members are aware of how children's experiences, can impact on their mental health, behaviour and education. All team members are aware that if they have a mental health concern about a child young person or adult that is *also* a safeguarding concern, they should take immediate action by passing the information on to the safeguarding lead. The home school or other commissioner will be informed of any safeguarding concerns in this area **without delay** (see p4).

This policy is on our website and is available on request from info@alphainclusion.co.uk. We provide commissioners with this policy during pre-placement planning, and we also inform parents and carers about this policy when their children and young people join our sessions.

We recognise the expertise our team members build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite team members to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all team members at induction alongside our **Code of Conduct, and session introduction documents and associated policy reading**. All team members at Alpha Inclusion and Communication (AlphaIC) receive training on safeguarding procedures upon joining the company. An annual update is provided in September. In addition, all team members are provided with [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and team members are required to read **Part One** following the updates every September, and sign to say that they have read and understood these documents. All team members and volunteers will also be given a copy of our Code of Conduct and will be asked to read this and sign to confirm they will adhere to this, which forms part of our safer working practices.

Safer Working Practices for volunteers under 18

Version 12



Norfolk County Council



- We will carry out a risk assessment to identify any potential safeguarding issues and will put steps in place to reduce any risks.
- Volunteers under 18 will never be left alone to supervise others or included in adult to child supervision ratios.
- To check the young person is the right fit for the role we will carry out an informal interview.
- We will get the young person to sign a written agreement where we clearly set out what their role is and our expectations of them.
- For young people under 16 we will get signed parental consent to confirm they are happy with their child becoming a volunteer. Parents will be made aware of our safeguarding policy and who they can contact should any concerns arise about their child during the volunteering.
- For over 16's we will consider the young person's individual circumstances to consider if it is still appropriate to obtain parental consent. If we do not seek parental consent, we still inform parents that they are volunteering with us.
- Young volunteers will receive an induction and training at an age-appropriate level and suitable to their role.
- There will be a Code of Conduct for volunteers under 18's, which they will be asked to sign. They will be made aware of what happens if the Code is breached.
- If young volunteers are working with other children, they will receive training from our DSP on their safeguarding responsibilities and what they need to do if they have concerns about their own or someone else's wellbeing. They will be issued with a safeguarding summary statement; with the key information they need for their role.
- We will put support in place for young volunteers, so they gain the most from their role. Each volunteer has a named adult staff member mentor allocated to them. Experienced young volunteers will be buddied up with a new volunteer (under the guidance of a staff member.
- We will ensure our public liability covers under 18's.

Safer Working Practice

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All team members and volunteers will be provided with a copy of the Alpha Code of Conduct and, for practitioner team members, their team's Best Practice document at induction. They will be expected to carry out their duties in accordance with this advice and guidance.

If team members or volunteers are working with children and/or young people alone, they will, wherever possible, be visible to other members of team members. They will be expected to inform another member of team members of their whereabouts, who they are with and for how long. Doors should have a clear visual panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all team members and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can also be found in [Safer Recruitment Consortium training information](#) (February 2022). All team members and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Please refer to our organisation's lone-working policy and/or safeguarding procedure for carrying out home visits and/or sessions in community spaces as applicable. *(delete as relevant)*

Section 5: Procedure for handling a disclosure from a child

Key points to consider when dealing with a disclosure:

- Listen and be supportive.
- Do not ask any leading questions, interrogate the child, or put ideas in the child's head, or jump to conclusions.
- Do not stop or interrupt a child who is recalling significant events.
- Never promise the child confidentiality– it must be explained that information will need to be passed on to help keep them safe.
- Record what was said immediately as close to what was said as possible. Also record what was happening immediately before the child disclosed.
- Name, sign and date the record in ink.
- Contact the DSP immediately who will decide on what action to take.

AlphaIC adheres to child protection procedures that have been agreed locally through the [Norfolk Safeguarding Children Partnership](#). Where we identify children and families in need of support, we will notify the commissioner without delay and work in partnership with them and other agencies which may subsequently become involved.

All team members and volunteers are encouraged to report any concerns that they have and to not see these as insignificant. On occasion, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that team members record and pass on concerns in accordance with this policy immediately to allow the safeguarding lead to pass this information on to the home school, commissioner or named safeguarding professionals to access support for the person at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is *not* the responsibility of AlphaIC team members or volunteers to investigate welfare concerns or determine the truth of any disclosure or allegation. All team members and volunteers do, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy. **All concerns should be reported without delay and recorded in writing using the agreed procedures outlined in this policy.**

The safeguarding lead should be used as a first point of contact for concerns and queries regarding any safeguarding concern at AlphaIC. Any team member, including volunteers, who receives a disclosure of abuse or suspects that a child, young person or adult may be at risk of harm must report it immediately to the safeguarding lead, or, if unavailable, the to the alternate designated person. When working in schools they should follow the Safeguarding Policy of the host school and concerns must be recorded, dated and signed or added directly to the schools online system, if used, and in line with the school's policy. If AlphaIC team members are unable to report the concerns to the DSP or Deputy Safeguarding Person detailed in the contract, the matter should be brought to the attention of the most senior member of staff on site.

All concerns about a child or young person should be reported **without delay** and recorded in writing using the agreed system in the setting (see [Appendix 1](#)).

All completed forms should be signed, dated and given direct to the commissioning DSL or Deputy DSL, logged on to the schools online system, or sent by encrypted email, to the DSL at the school before



leaving the site or by 3.30pm the same day if it is not possible to hand over information directly. An Alpha DSP must also be notified by 3.30pm at the latest on this same day.

Records should include:

- a clear and comprehensive summary of the concern
- the time and date that the concern was communicated to the home school/commissioner
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

The name and role of the school staff member who received the report should be documented and, upon receipt of a safeguarding concern the AlphaIC DSPs should document the action taken in the encrypted DSP log.

If an AlphaIC team member reports a concern(s) to a school, they should request an update on action taken from the school's DSL within two working days of the report and confirmed actions gathered before the next planned session. AlphaIC DSP's must also remain updated.

Following receipt of any information raising concern, the safeguarding lead will pass this on **without delay** to:

- The home school Designated Safeguarding Lead, or
- Other commissioner, or
- [Services to Home Educators Team](#) if the child is electively home educated by their parent, or
- The relevant Norfolk County Council officer if the child is not on the roll of a school, but has been placed by the local authority, for example on an EOTAS² package.

If, at any point, there is a **risk of immediate serious harm** to a child a referral should be made to [Children's Advice and Duty Service \(CADS\)](#) immediately on **0344 800 8021**³. Anyone can make a referral in these circumstances. If the child's situation does not appear to be improving the team member(s) with concerns should press for re-consideration by raising concerns again with the safeguarding lead. Concerns should always lead to help for the child or young person at some point.

Team members should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Norfolk Children's Advice & Duty Service, Norfolk Safeguarding Adults Board or the police if:

- the situation is an emergency, and the safeguarding lead, alternate leads and Founder/Director are unavailable
- they are convinced that a direct report is the only way to ensure the person's safety.

If this will affect subsequent sessions or meetings, all team members can contact the AlphaIC base or any other team member to support them in cancelling prior arrangements.

6. Any team member who does not feel that concerns about a child or young person have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Founder/Director. If any team member does not feel the situation has been addressed appropriately at this point should contact [Children's Advice and Duty Service \(CADS\)](#) directly with their concerns.

² Education other than at school

³ Note: this telephone number is only for professionals working with children. 0344 800 8020 should be used by members of the public.



Section 6- Contacting The Children's Advice and Duty Service (CADS)

If we have an emergency, we will call the Police on 999.

We will contact CADS when there are concerns about a child's safety or wellbeing, and we believe they may be at risk of harm. This includes:

- **Immediate Safeguarding Concerns** - where a child is at risk of significant harm, including physical, emotional, sexual abuse, or neglect.
- **Escalating Concerns** - Where previous support or interventions have not improved the situation and concerns are increasing.
- **Concerns About Parenting Capacity** - Where a parent or carer's ability to meet a child's needs is compromised due to issues such as substance misuse, mental health, or domestic abuse.
- **Professional Consultation** - Where the situation is complex and you require advice or guidance on appropriate next steps.

We will contact CADS on their direct line: 0344 800 8021.

We will choose from the following options:

Option 1 -the child or young person is currently being supported by a Social Worker or Family Practitioner.

Option 2 -your call relates to Child Exploitation.

Option 3 -your call relates to Domestic Abuse.

For all other Safeguarding Concerns please hold until your call is answered.

We will have the following information ready before contacting CADS;

- ✓ all of the details known to our organisation about the child including DOB, current address, contact details for the family, the family composition including siblings, and where possible extended family members and anyone important in the child's life).
 - ✓ the nature of the concern and worries
 - ✓ history of the family (including significant harm)
 - ✓ any work/ support you have provided to the child/ young person/ family to date.
 - ✓ where the child is now
 - ✓ whether you have informed parents/carers of your concern
-
- When considering whether to contact CADS we will consult the CADS Flowchart in Appendix 4 and CADS FAQs on the NSCP Website Page: [How to Raise a Concern | Norfolk Safeguarding Children Partnership | PWWC](#)
 - We will also consult the [Norfolk Continuum of Needs Guidance](#) 2023 produced by the Norfolk Safeguarding Children Partnership (NSCP)
 - We will gain consent from the parent to contact CADS, unless the concerns being raised suggest that the child or someone else (including the referrer) would be placed at risk of significant harm, or it might undermine the investigation into a serious crime.
 - Reasons for not seeking consent should be clearly stated when contacting CADS and recorded on internal systems for our records.
 - We will have a discussion with a Consultant Social Worker.
 - A copy of the discussion will be securely emailed to us.
 - We will follow the advice given.
 - We will keep written dated records of all conversations with CADS, for our own safeguarding recording process.
 - We will not investigate and will be led by the Local Authority and/or the Police.
 - We understand if we are unhappy about a decision made by CADS, we can use the Resolving Professional Disagreements policy on <https://norfolkscp.org.uk/>
 - Parents or members of the public can contact CADS on 0344 800 8020



Requesting Early Help support

For concerns that do not meet the above threshold, Early Help support & guidance can be accessed via [Request for support - Norfolk County Council](#).

Early Help is designed to support children, young people, and families experiencing difficulties that may affect their wellbeing, development, or ability to flourish. It aims to:

- Prevent problems from escalating by addressing issues early.
- Support the wider family context, including parents, carers, and siblings.
- Improve outcomes such as school attendance, mental health, and relationships.
- Encourage multi-agency working, bringing together professionals to create a coordinated support plan.
- Empower families by focusing on strengths and helping build resilience.

Concerns about Radicalisation and Extremism

If we have concerns that a child or young person could be vulnerable to radicalisation, we will follow the procedure in Appendix 1.

Section 7-Types of Abuse

Definitions of Abuse and Neglect from Working Together to Safeguard Children 2023

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

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network
- taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting the welfare of children and young people, and is defined for the purpose of this guidance as activity that is undertaken to protect specific children and young people who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

What is abuse and neglect?

Abuse - 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 extra-familial contexts 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 another child or children.

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

Emotional abuse -The persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately

Version 12



Norfolk County Council



silencing them, or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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 children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse-Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Sexual abuse can take place online, and technology can be used to facilitate offline to commit acts of sexual abuse, as can other children.

Neglect-The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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, clothing, and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

For information on indicators of abuse consult Appendix 2.

Contextual safeguarding

At AlphaIC we recognise that safeguarding incidents and/or behaviours can be associated with **factors outside of the setting's environment** and/or can occur between children outside of the setting. This is known as contextual safeguarding. It is key that all team members understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible for the safeguarding lead to report to the home school Designated Safeguarding Lead or other commissioner to provide a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Domestic Abuse

At AlphaIC all team members are 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. We understand that children can be victims of domestic abuse. Where they see, hear or experience the effects, this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. We are aware of the [Norfolk Integrated Domestic Abuse Service \(NIDAS\)](#) and signpost victims to the service. are available to offer support where threshold for NIDAS support has not been met.



If there are concerns about a child in this area, the home school or other commissioner will be notified **without delay**.

Children with special educational needs and disabilities or physical health issues

At AlphaC we recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We work to address these additional challenges and consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

At AlphaC we also recognise that pupils who attend Alternative and Transitional Provision will often have complex needs and due to this we are aware of the additional risk of harm these children may be vulnerable to.

Children, young people and adults who are lesbian, gay, bisexual or transgender, intersex, queer/questioning or asexual (LGBTQIA+)

The fact that a child, young person or adult may be LGBTQIA+ is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that persons who are LGBTQIA+ or those perceived by others to be LGBTQIA+ could potentially be more vulnerable and therefore we work to reduce any additional barriers faced. We provide a safe space for these children, young people and adults to speak out or share their concerns with team members. Team members are additionally provided with training to support awareness of homophobic, biphobic and transphobic bullying and abuse.

If there are concerns about a child in this area, the home school or other commissioner will be notified **without delay**.

Children who have been previously looked after

At AlphaC we recognise that a previously looked after child or young person potentially remains vulnerable and all team members should have the skills, knowledge and understanding to keep previously looked after children and young people safe. When dealing with looked after children and previously looked after children and young people, it is important that all agencies work together, and prompt action is taken when necessary to safeguard this particularly vulnerable group.

Norfolk's Virtual School for Children in care and previously in care

Norfolk's Virtual School for Children in Care and Previously in Care, and Children with a Social Worker is part of the Family Help and High Needs Service. It has a remit and aspiration to improve educational outcomes and experiences of children in care who are in education from Early Years to the end of Year 13. At AlphaC we will support the Virtual school in its role outlined in the **Children and Social Work Act 2017** to monitor attendance, and track progress and attainment for those Norfolk children accessing our services whom are in care, previously in care, adopted/ adoption, Special Guardianship Orders (SGO's), Guardianship Orders (GO's), Gypsy Roma Traveller (GRT) and English as an Additional Language (EAL). This will occur through following attendance procedures outlined previously and providing feedback to commissioners which can be shared with the Virtual School in line with agreed contracts. During pre-placement arrangements, we will ensure that key contacts for the Virtual School



are named, and agreement is reached on how and when the Virtual School should be informed of a safeguarding concern.

Safeguarding is not just about protecting people from deliberate harm. For our service it includes such things as persons safety, bullying, racist abuse and harassment, educational visits, intimate/personal care, attendance, and online safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and, in itself, will have a significant impact on the health and emotional well-being of the person.

Abuse can take place in any family, institution, or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as people may behave differently or seem unhappy for many reasons as they move through the stages of childhood, adolescence and into and through adulthood or as their circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further. The following list is for guidance only. It is important to be observant, listen to what is being said and record. e.g. is what you are observing and being told about an injury consistent with the injury? The table below provides possible signs and indicators of abuse and is not an exhaustive list. Additional information related to these signs and indicators can be found in **Appendix 3** of this document, and the following table below this policy details signs and indicators pertinent to the work of AlphaIC.

<ul style="list-style-type: none"> • Abuse related to faith or belief • Alcohol and Substance misuse • Breast Ironing • Carrying offensive weapons • Child criminal and sexual exploitation including County Lines • Child on child abuse, including sexual violence and upskirting • Concealed pregnancy • Criminal exploitation • Disguised compliance • Discrimination 	<ul style="list-style-type: none"> • Domestic abuse, including • Honour based abuse • Emotional • Exploitive use of technology • Female Genital Mutilation (FGM) • Financial or material abuse • Forced marriage • Gangs • Gambling • Hate and "mate" crime • Hazing and initiation rites • Hoarding 	<ul style="list-style-type: none"> • Modern slavery • Neglect and acts of omission • Online safety • Organisational or institutional abuse • Psychological • Physical abuse • Radicalisation • Self-neglect • Sexual • Trafficking
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Section 8-Managing Allegations against people working or volunteering with children

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children and young people who attend our services. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We work to the thresholds for harm as set out in *'Working Together to Safeguard Children' (2023)*.

Version 12



Norfolk County Council



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An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The 4th bullet point above recognises circumstances where a team member (including locum or supporting team members) or volunteer is involved in an incident outside of setting/agency/workplace which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

At **Alpha Inclusion & Communication** we recognise our responsibility to report / refer allegations or behaviours of concern and / or harm to children by adults in positions of trust known to us, but who are not employed by our organisation to the LADO service directly at lado@norfolk.gov.uk

We will take all possible steps to safeguard our children and young people and to ensure that the adults at **Alpha Inclusion & Communication** are safe to work with children. When concerns arise, we will always ensure that the safeguarding actions outlined in the local protocol and procedures [NSCP Protocol 8.3 Allegations Against Persons who work/volunteer with children](#) and [The Management of Allegations Against People Working with Children Procedure](#) are adhered to and will seek appropriate advice.

If an allegation is made or information is received about *any* adult who works/volunteers in our setting which indicates that they may be unsuitable to work/volunteer with children, the member of team members receiving the information should inform the Founder/Director immediately. In the event that the concern is about the Designated Safeguarding Lead or Alternate DSP/ Deputy, any team member should refer direct to the Founder/ Director. For any concerns relating to AlphaIC Founder and Director team members allegations should also be passed onto our Non-Executive Director, Rick Ogle-Welbourn (rickoglewel@gmail.com).

The DSP, should within 1 working day, report the allegation to the LADO in accordance with this procedure, by completing a LADO referral form. No member of the team will undertake further investigations before receiving advice from the LADO.

Should an allegation be made against the DSP this will be reported to **an alternative DSP, People Guardian**.. In the event that **an alternative DSP or People Guardian** is not contactable on that day, the information must be passed to and dealt with by our Founder/ Director Non-Executive Director, Rick Ogle-Welbourn (rickoglewel@gmail.com)..

Any member of team members who does not feel confident to raise their concerns with the Founder and Director or Non-Executive Director, should contact the LADO directly via email to lado@norfolk.gov.uk.

If a parent attending a session or a volunteer at the session makes an allegation about the Designated Safeguarding Person, they can directly report their concern to the Local Authority Designated Officer (LADO). The parent or volunteer will need to complete a LADO referral form which can be downloaded

Version 12



Norfolk County Council



Safer
Norfolk Safeguarding
Children Partnership

from the Norfolk Safeguarding Children Partnership Website, and emailed to the LADO service directly at lado@norfolk.gov.uk.

The LADO referral form can be downloaded here under the LADO tab, along with more information: <https://norfolklscp.org.uk/people-working-with-children/how-to-raise-a-concern>

For further information on the role/remit of Norfolk LADO Service, please see [NSCP Protocol 8.3 Allegations Against Persons who work/volunteer with children](#) and [The Management of Allegations Against People Working with Children Procedure and guidance documents in relation to the LADO process](#). Forms, leaflets and guidance are found on the Norfolk Safeguarding Children Partnership website. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for team members who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

Further Reporting of Allegations

If you must report an allegation to any other professional body (e.g. Ofsted and or The Charity Commission) also include the procedures for that below, if not this section can be deleted.

Ofsted-Report a serious childcare incident

Ofsted-registered childminders, nannies, nurseries and other daycare must use this service to report significant events affecting their childcare within 14 days.

<https://www.gov.uk/guidance/report-a-serious-childcare-incident#how-to-tell-ofsted>

The Charity Commission

The Charity Commission requires charities to report serious incidents. A serious incident is an adverse event, whether actual or alleged, which results in or risks significant:

- harm to your charity's beneficiaries, staff, volunteers or others who come into contact with your charity through its work
- loss of your charity's money or assets
- damage to your charity's property
- harm to your charity's work or reputation

Further guidance and support can be found here:

<https://www.charitysafeguarding.dcms.gov.uk/handling-safeguarding-allegations-charity?page=1>

<https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees#handle-and-report-incidents-and-concerns>

Section 9- Disciplinary Procedures when an allegation has been made against a team member or volunteer

If an allegation is made or information is received about *any* adult who works/volunteers in our setting which indicates that they may be unsuitable to work/volunteer with children, the member of team members receiving the information should inform the Founder/Director immediately. In the event that the concern is about the Designated Safeguarding Lead or Alternate DSP/ Deputy, any team member

Version 12



Norfolk County Council



Safer
Norfolk Safeguarding
Children Partnership

should refer direct to the Founder/ Director. For any concerns relating to AlphaIC Founder and Director team members allegations should also be passed onto our Non-Executive Director, Rick Ogle-Welbourn (rickoglewel@gmail.com). They will undertake a full investigation in line with our Capability, Disciplinary and Grievance procedures as required. For managing an allegation made against a team member or volunteer involving children or young people AlphaIC's practice would be to suspend a team member pending investigation. Team members under investigation would also be permitted to contact anyone within the organisation during the duration of the investigation. Further detail can be found in AlphaIC's Capability, Disciplinary and Grievance Procedures.

Section 10 Low level concerns about adults working or volunteering with children which do not meet the harm threshold for a LADO referral

A low-level concern is any concern, doubt, or sense of unease, no matter how small, that someone may have acted in a way that is inconsistent with your organisations code of conduct.

Behaviour that might be considered as inappropriate often depends on the circumstances. A low-level concern may not be seen as immediately dangerous or intentionally harmful to a child, but it can soon escalate and become a serious safeguarding concern.

Examples of such behaviour could include:

- Being over friendly with children
- Excessive 1-1 to attention beyond what is required for their role
- Having favourites
- Adults taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area
- Using inappropriate sexualised, intimidating or offensive language
- Inappropriate sharing of images
- Humiliating children

This list of examples is not exhaustive, and low-level concerns can arise from various forms of behaviour.

Low-level concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure by a child, parent or other adult within or outside of the organisation.

At our organisation we promote an open and transparent culture in which all concerns about all adults working in or volunteering on behalf of our organisation are dealt with promptly and appropriately.

Through induction, we ensure all staff/volunteers understand the importance of self-referring, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Managing a Low-Level Concern



At our organisation staff/volunteers are expected to report all low-level concerns immediately to the DSP.

If reported to the DSP they will inform People Guardian of the concern.

The People Guardian will be the ultimate decision maker in respect of all low-level concerns.

At our organisation we understand the importance of recording low-level concerns and the actions taken in light of these being reported. We will review the records we hold to identify potential patterns and take appropriate action. This could be through a disciplinary process, or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, where it should be referred to the LADO.

If our organisation is in any doubt as to whether the information which has been shared about a member of staff/volunteer as a low-level concern in fact meets the harm threshold, they should consult with the LADO on lado@norfolk.gov.uk

Concerns that do not meet the harm threshold

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child or young person does not meet the thresholds as stated above. In Norfolk the 'low level' concern process is to consult with the **Local Authority Education Duty Desk on 01603 307797**. At AlphaC we recognise a low-level concern to be something which is

- inconsistent with the team members code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

At AlphaC we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the setting (including volunteers) are dealt with promptly and appropriately. Through training, team members are made aware of what low level concerns are and understand the importance of reporting these concerns in writing.

At AlphaC team members report all low level concerns to the Designated Safeguarding Person or Alternate Safeguarding Person(s). If reported to a Safeguarding Lead, they will inform the Founder/Director, who will always be the ultimate decision maker in respect of all low-level concerns

Through training and induction, we ensure that all team members understand the importance of self-referring, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below expected professional standards.

At AlphaC we understand the importance of recording low-level concerns and the actions taken in light of these being reported. The records are kept confidential and stored securely. We will review the records we hold to identify potential patterns and take action when needed. This could be through a disciplinary process but also by referring to the **Local Authority Education Duty Desk on 01603 307797**. Please note, where a child, parent carer or team members member makes an allegation of harm, this will not be considered as a 'low level' concern without consultation with the Local Authority Education Duty Desk or the LADO service directly.

We recognise that low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.



Section 11- Making a Barring Referral to the Disclosure and Barring Service

If an allegation has been made about a team member or volunteer, then our organisation has a legal duty to make a barring referral if the following conditions are met:

Condition 1

- you withdraw permission for a person to engage in regulated activity with children and/or vulnerable adults. Examples: dismissed, re-deployed, retired, been made redundant or retired.

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 or harm or;
- satisfied the harm test
- received a caution for, or a conviction for, or been convicted for a relevant offence

More information on Barring Referrals can be found [online](#). If we need guidance on making a Barring Referral, we will contact the [East of England DBS Outreach Advisor](#) for support. A Barring Referral can be completed online via the DBS [website](#).

The Designated Safeguarding Person, with agreement from the Founder/Director, will have the responsibility for making a barring referral. The Founder/ Director will make this barring referral if the allegation is against the Designated Safeguarding Person. The Non-Executive Director will make this barring referral if the allegation is against or Founder/Director.

AlphaIC has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of team members has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of team members at our organisation, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. If we need guidance on making a Barring Referral, we will contact the [East of England DBS Outreach Advisor](#) for support.

In the case of a teacher employed by AlphaIC, we will also consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency) if the teacher is dismissed or the setting ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first.

There could be times when we might consider that we should still make a referral in the interests of safeguarding children even if the legal duty to refer has not been met. This could include acting on advice of the police or a safeguarding professional, or in situations where there may not be enough evidence to dismiss or remove a person from working with vulnerable groups. DBS are required by law to consider any and all information sent to them from any source. This includes information sent to them where the legal referral conditions are not met. If we do make a referral to DBS where the referral conditions are not met, we will do so in consideration of relevant employment and data protection laws.

Section 12-Working with Parents/Carers

Version 12



Norfolk County Council



-Parents will be asked to sign a distribution list confirming they have read our policy.

-Parents will sign a consent form at the start of their child or young person's involvement, which will include a copy of the safeguarding policy to sign.

Parents will be made aware of these two statements during our Initial Assessment of Need process;

- Parents will be informed of our legal duty to assist other agencies with Safeguarding enquiries and that we will contact The Children's Advice and Duty Service (CADS) and or Police if we have concerns about the welfare of their child.
- Parents will be made aware that we will need to share information with the relevant authorities if we have concerns about the welfare of their child, and that we do not have to seek consent from them if there are serious concerns about harm or likely harm to their child.

The role of commissioners and parent partnerships

AlphaIC communicates primarily with the home school or commissioner where there are safeguarding concerns.

AlphaIC is committed to working in partnership with home schools, commissioners and parent and/or carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new children or young people join our service, home schools, commissioners and parent and/or carers (if the child is home-educated) will be informed that we have a safeguarding policy. A copy will be provided on request and is available on our website at <https://alphaic.co.uk/> Parent and/or carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact the [Children's Advice and Duty Service \(CADS\)](#).

We are committed to working with parent and/or carers positively, openly and honestly. We ensure that all parent carers are treated with respect, dignity and courtesy. We respect parent carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child or young person from harm.

To keep children and young people safe and provide appropriate care for them, AlphaIC requires commissioners and parent and/or carers to submit accurate and up to date information regarding:

- full names and contact details of all adults with whom the child normally lives
- full names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- full details of any other adult authorised by the parent/carer to collect the child from the setting (if different from the above)

AlphaIC will retain this information on the child or young person's file. The setting will only share information about children with adults who have parental responsibility or where a parent carer has given permission and we have been supplied with the adult's full details in writing.

Section 13- Records and Confidentiality

Version 12



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Our organisation cannot guarantee confidentiality if there is a child safeguarding concern, as we will need to share these concerns with the Children's Advice and Duty Service and or Police. It is an expectation that our organisation will seek consent to share information first unless to do so would place somebody at risk of harm or undermine a criminal investigation.

If team members are concerned about the welfare or safety of any person at AlphaIC, they will record their concern either on the agreed reporting form ([Appendix 1](#)) or through the setting's electronic system. Any concerns should be passed to the safeguarding lead without delay.

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

- **Do** stay calm and listen carefully.
- **Do** reassure them that they have done the right thing in telling you.
- **Do** consider who else can hear
- **Do** take what you are being told seriously
- **Do not** investigate or ask leading questions.
- **Do** let them know that you will need to tell someone else.
- **Do not** promise to keep what they have told you a secret.
- **Do** inform a Designated Safeguarding Lead or a Deputy as soon as possible (See section 5.10-5.17 for different contexts).
- **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- **Do not** include your opinion without stating it is your opinion.
- **Do** refer without delay.

A disclosure may come from someone telling you:

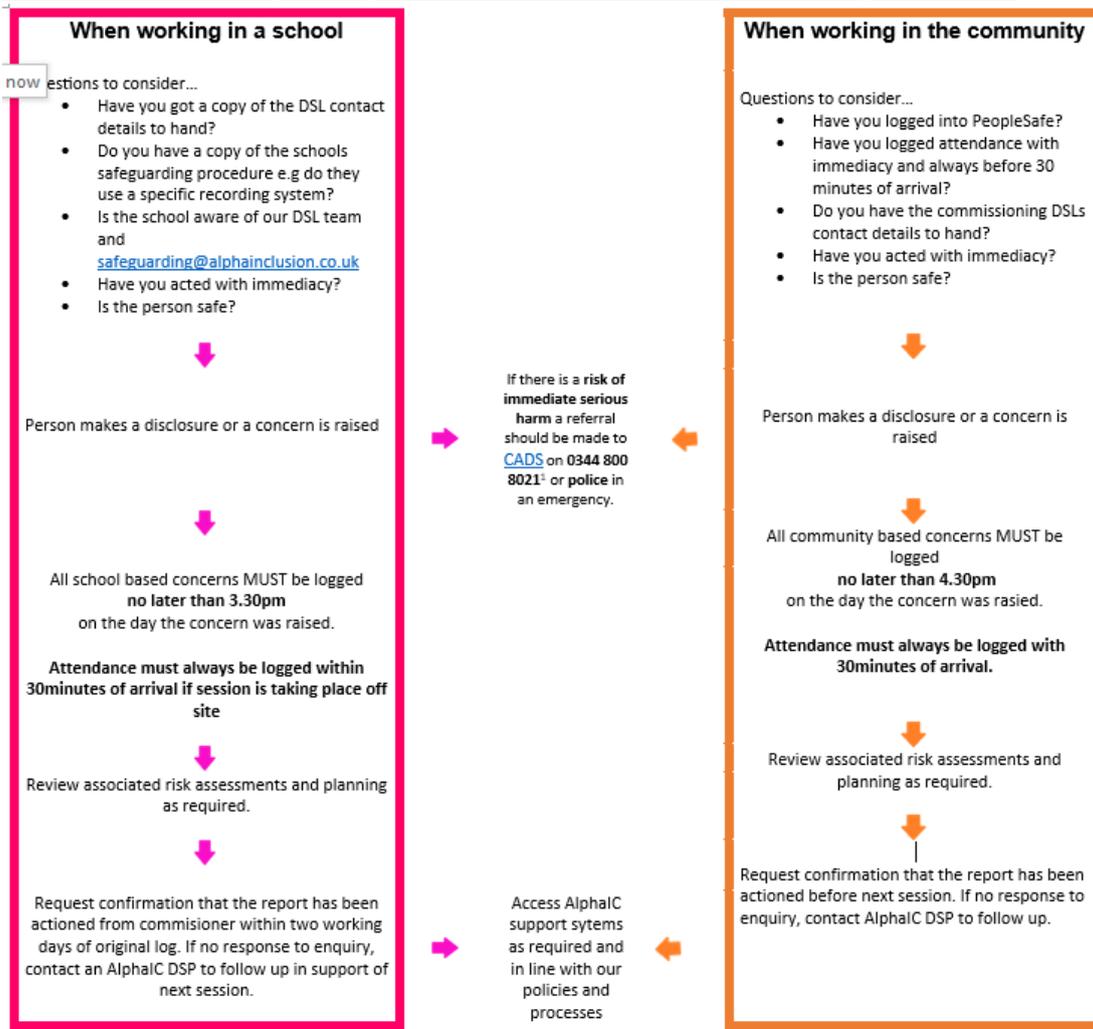
- they have or are being abused
- they have concerns about someone else
- they are themselves abusing or likely to abuse someone else

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Designated Safeguard Lead. Where those concerns relate to the DSP however, it is important to refer to the Deputy or Alternate Safeguarding person. This may not be appropriate, in which case any member may personally refer direct to Children's Social Care Services or Board member as previously detailed in this document.

We ensure, and emphasise, that everyone in AlphaIC understands and knows how to share any concerns immediately with our AIC DSP Leads or Alternate DSPs. Everyone, including members of the DSP team, will deal with concerns using the following process;



Flowchart taken from Safeguarding Information for Team Members and Regular visitors

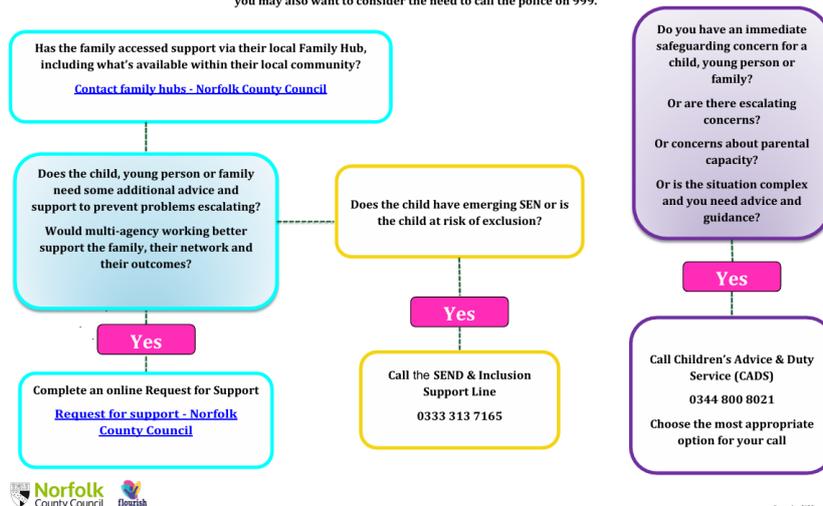


¹ Note: this telephone number is only for professionals working with children. 0344 800 8020 should be used by members of the public.

Please also refer to the Norfolk County Council CADS flowchart available [Children's Advice and Duty Service \(CADS\) - Norfolk Schools and Learning Providers - Norfolk County Council](#)

Flowchart for Professionals

If you have immediate concerns for the welfare and safety of a child you need to call CADS on 0344 800 8021; you may also want to consider the need to call the police on 999.



Any team member who does not feel that concerns about a child or young person have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Founder/Director. If any team member does not feel the situation has been addressed appropriately at this point should contact [Children's Advice and Duty Service \(CADS\)](#) directly with their concerns.

Any information recorded will be kept in a named file, in an encrypted electronic system and never, kept with the child, young person's progress file. These files will be the responsibility of the safeguarding lead. Safeguarding information will only be shared within the setting on the basis of 'need to know in the child or young person's interests' and on the understanding that it remains strictly confidential.

Child protection information will be kept up to date. Each concern logged will include:

- a clear and comprehensive summary of the concern and when it was logged
- details of how and when the home school/commissioner was informed
- a note of any action taken, decisions reached and the outcome

At AlphaC we will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This includes instances where referrals were or were not made to another agency such as the Children's Advice and Duty Service or the Prevent programme. Invitations to child protection conferences, core groups and all other multi-agency meetings and minutes taken at these will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include a chronology, contents front cover and will record significant events in the child's life.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on the child's file whether an electronic or paper system is used. All our safeguarding records will include a chronology and contents front cover.

When a child leaves our setting, the safeguarding lead will make contact with the Designated Safeguarding Lead at the home school and will ensure that the child protection file is forwarded to the school. This will be within 5 days of a placement ending.

If the child is not on a school roll, AlphaC will follow its **AlphaC's GDPR and Data Protection Policy 2024** and confidentially destroy the file after seven years.

We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

Child Protection conferences

Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

The home school/commissioner would normally be the education representative at such meetings. However, our team members may be asked to attend a child protection conference or core group meetings in respect of individual children. Usually, the person representing AlphaC at these meetings will be a Designated Safeguarding Person. The person attending will need to have as much relevant up to date information about the child as possible; any member of team members may be required to contribute to this process.

Version 12



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All reports for child protection conferences will be prepared in advance using the information and templates at [How to Raise a Concern | Norfolk Safeguarding Children Partnership | PWWC \(norfolkscp.org.uk\)](https://www.norfolkscp.org.uk). When completing a chronology, we will refer to the **Multi Agency Chronologies-Practice Guidance Document 2024** and the completed chronology examples, all of which can be accessed at [Norfolk Guidance to Understanding Continuum of Needs | NSCP | PWWC \(norfolkscp.org.uk\)](https://www.norfolkscp.org.uk) under the 'Genogram & Chronologies Resources and Guidance' tab. The information contained in the report will be shared with parents/carers before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at AlphaIC. In order to complete such reports, all relevant information will be sought from team members working with the child or young person.

Section 14-Online Safety

Online Safety includes the use of photography and video, the internet and social media sites, mobile phones and smart watches.

At AlphaIC we recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting (even if the use of technology does not feature in their programme). For example, as a setting, we commit to ensuring that:

- colleagues using the internet to carry out work tasks must do so with regard to our online safety policy
- colleagues will not use personal mobile and/or smart watch devices in front of children, nor use them to record any images or videos of children accessing our setting
- colleagues will respect the rules regarding social media, as outlined in our online safety policy
- parent carer consent will be sought regarding photo consent
- if photographs are taken of children for the purposes of recording progress, these will be stored securely

The home school or other commissioner will be informed of any safeguarding concerns in this area **without delay**.

Team members regularly contribute to an 'approved websites' list and we adhere to DfE filtering and monitoring standards through our external service provider (Delta Soft www.deltasoft.co.uk).

At AlphaIC all team members are aware that technology is a significant component in many safeguarding and wellbeing issues. Modern digital technology has made access to information and communication increasingly easy for everyone. This is especially so for those who cannot always go out to socialise and rely on websites for social networking, watching films, downloading music, buying lottery tickets, shopping etc. Government guidance is clear, that all organisations working with children, young people adults at risk, families, parents and carers have responsibilities. It is also important to remember, children, young people and adults at risk can also abuse and such incidents fall into the remit of this policy. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

Everyone in our organisation is required to agree and sign **our Mobile Devices and Acceptable Uses of IT Policy** and undergo regular updated safeguarding training. We ensure online safety is a running and interrelated theme throughout all ongoing training and safeguarding developments and is

reflected in relevant policies, training, the role and responsibilities of the Designated Safeguarding Leads and parental engagement and support offered where appropriate.

In our organisation there are many potential risks including:

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

What else might be of concern?

<p>A child, young person, adult or adult at risk who:</p> <ul style="list-style-type: none"> • is becoming secretive about where they are going to or who they are meeting. • will not let you see what they are accessing online. • is using a webcam in a closed area, away from other people. • is accessing the web or using a mobile for long periods and at all hours • clears the computer history every time they use it. • receives unexpected money or gifts from people you don't know. • does not appear to have the money they should have. 	<p>A person who:</p> <ul style="list-style-type: none"> • befriends a child, young person or adult at risk on the internet or by text messaging. • has links to children, young people and/or adults at risk on their social media pages especially if they work in a position of care such as a sports coach or care worker. • is secretive about what they are doing and who they are meeting.
--	--

How will we minimise risks?

We will:

- talk to children, young people and adults at risk about what they are accessing online.
- ensure everyone uses PCs, iPads and other technology in a general space where we can monitor what is going on.
- explain the risks of giving out personal details online.
- talk about how people can be anyone they want to be online, e.g. by using misleading emails, photographs of other people, telling lies about their age, hobbies, school.
- encourage children, young people and adults to think carefully about what photographs or videos they use online. They can be used and tampered with by other people, or they may not be appropriate.
- advise children, young people and adults to only text, chat or webcam to people they know in real life.
- talk about how to identify SPAM messages or junk mail and how to delete them. This also applies to messages from people they do not know, or opening attachments.
- discuss how people hide their identities online and the importance of never meeting new online “friends” in real life.



- make sure children, young people and adults understand they can always talk to team members, trusted adults, or parents and/or carers, about anything that makes them feel uncomfortable.
- look on the internet together for information about how to deal with or report problems. e.g. [The National Crime Agency's CEOP Education](#)
- talk about how/when information or images get on to the internet, they can never be erased.

Children bringing their own technology to sessions

Children, young people and adults accessing AlphaIC may bring personal technology (including mobile phones, tablets, smart watches and similar devices) only where this has been agreed in advance and where its use is appropriate to their needs and programme.

- Personal devices must not be used to take photographs, videos or audio recordings within the setting.
- Devices may only be used under team member supervision and in shared spaces.
- Access to inappropriate content, social media, messaging platforms or gaming sites is not permitted while attending AlphaIC.
- Team members reserve the right to restrict or temporarily remove access to personal devices where there are safeguarding concerns or misuse.
- Any concerns relating to online activity or device use will be logged and managed in line with safeguarding procedures.

Visitors and parent/carer use of mobile phones and smart devices

To safeguard all children, young people and adults at risk, the use of mobile phones and smart devices by visitors and parents/carers is restricted while on AlphaIC premises.

- Mobile phones and smart devices must not be used to take photographs, videos or audio recordings within the setting unless explicit permission has been given by team members.
- Visitors and parents/carers must not take images or videos that include other children, young people or adults.
- Team members will challenge any inappropriate use of technology and may request that devices are put away.
- Any concerns will be recorded and responded to in line with safeguarding procedures.

Parents/Carers taking photos of their own children

AlphaIC recognises that parents/carers may wish to take photographs or videos of their own children; however, this must be managed carefully to protect all individuals.

- Parents/carers may only take photographs or videos of their own child, and only with prior agreement from team members.
- Images must not include other children, young people, adults or team members.
- Images taken must not be shared on social media or other online platforms if they include AlphaIC activities, team members, or identifiable features of the setting.
- AlphaIC reserves the right to withdraw permission for photography at any time if safeguarding concerns arise.

Other useful resources can be found at [Ofcom](#).

Cybercrime

We understand that cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We are aware of the [Cyber security standards for schools and colleges.GOV.UK](#).

Version 12



Norfolk County Council



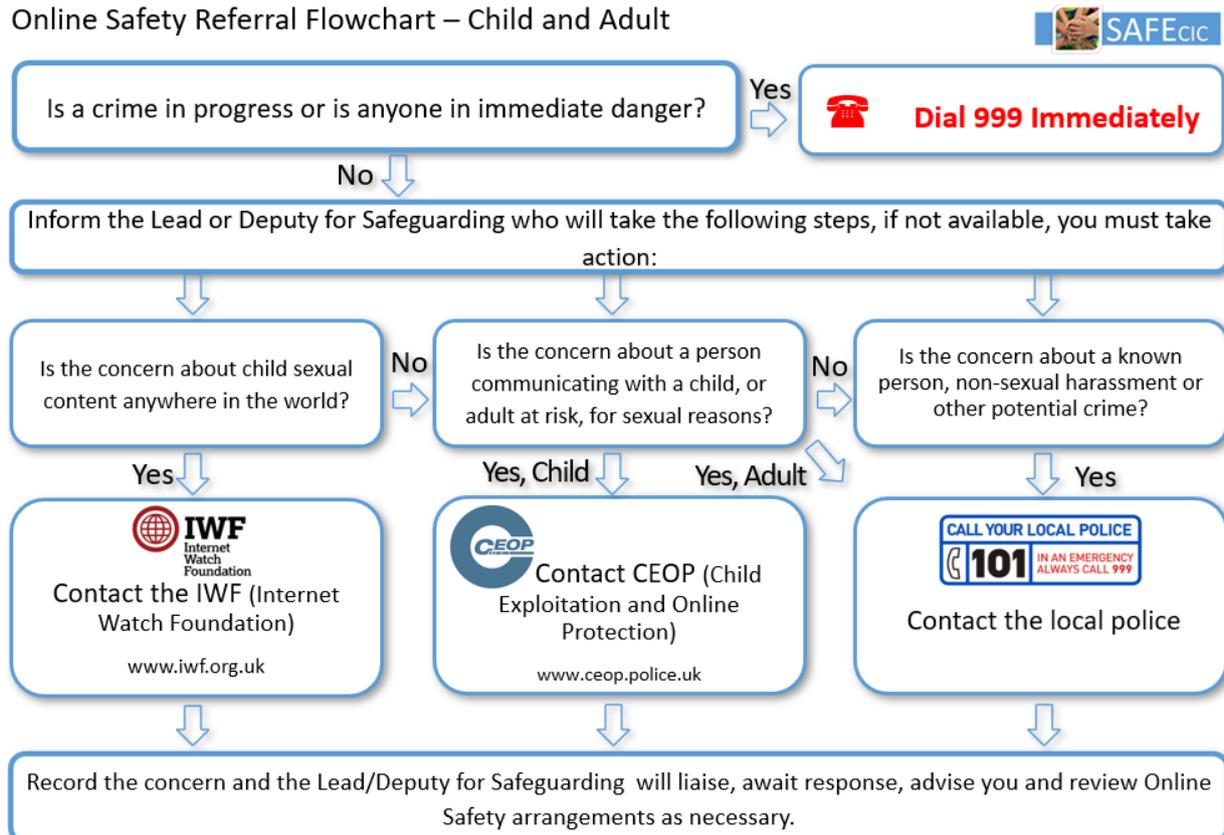
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If there are concerns about a child, young person or adult in this area, as part of a safeguarding log being received the Safeguarding team, a DSP or Alternate DSP may suggest a referral to the [Cyber Choices programme](#) which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

If there are concerns about a person in this area, the home school or other commissioner must be notified **without delay** and use SAFE CIC Online Safety referral guidance to further support our actions and recording (*Online Safety Referral flowchart, SAFE CIC 2025*).

ONLINE SAFETY REFERRAL FLOWCHART, SAFE CIC 2025

Online Safety Referral Flowchart – Child and Adult



Section 15- Relevant Guidance and Legislation

This policy makes reference to and signposts to the following publications

- [Allegations Against Persons who Work/Volunteer with Children - Norfolk Safeguarding Children Partnership \(norfolkscb.org\)](#)
- [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- Children Act 1989 / 2004
- [Children and Families Act 2014](#)
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- [Criminal exploitation of children and vulnerable adults: County Lines](#)
- Data Protection Act 2018
- <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- [Independent school registration - GOV.UK \(www.gov.uk\)](#)

Version 12



Norfolk County Council



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- Guidance for safer working practice for those working with children and young people in education settings Feb. 2022
- https://www.saferrecruitmentconsortium.org/files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf
- Keeping children safe in education 2025- GOV.UK (www.gov.uk)
- Keeping children safe in out-of-school settings: code of practice - GOV.UK (www.gov.uk)
- Mandatory reporting of female genital mutilation: procedural information - GOV.UK (www.gov.uk)
- Norfolk Continuum of Needs Guidance 2023 [Norfolk Guidance to Understanding Continuum of Needs | NSCP | PWWC \(norfolkscp.org.uk\)](http://www.norfolkscp.org.uk)
- Norfolk Safeguarding Children Partnership Policies and Procedures [Policies & Procedures | Norfolk Safeguarding Children Partnership \(norfolkscp.org.uk\)](http://www.norfolkscp.org.uk)
- Online Safety Act 2023
- Policies and Procedures - Norfolk Safeguarding Children Partnership
- Preventing youth violence and gang involvement
- <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- Regulated activity in relation to children: Scope https://assets.publishing.service.gov.uk/media/5a80bdfbed915d74e33fc265/Regulated_activity_in_relation_to_children.pdf
- Sharing nudes and semi-nudes advice
- The Prevent Duty Guidance 2023
- The Early Years Foundation Stage (2025)
- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>
- What to do if You're Worried a Child is Being Abused 2015
- When to call the police: a guide for school and colleges, National Police Chiefs Council, child-centred policing
- <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>
- Working together to improve school attendance - GOV.UK (www.gov.uk)
- Working together to safeguard children 2023 - GOV.UK (www.gov.uk)

Section 16- Other Relevant Policies and guidance

To underpin the values and ethos of our setting and our intent to ensure that children, young people and adults are appropriately safeguarded the following policies and procedures are also included under our safeguarding umbrella:

- **Safeguarding Concerns Reporting Form**
- **Safeguarding Information for Team Members and Regular Visitors**
- **Incident recording log**
- **Approved websites log**
- **Media log**
- **E-Safety Policy**
- **Online Safety**
- **Code of Conduct**
- **Mobile Device and Acceptable Use of IT policy**
- **Online Safety Referral flowchart, SAFE CIC 2025**
- **Practitioner Best Practice document**
- **Gifts and Hospitality Policy**

Version 12



Norfolk County Council



- Health and Safety Policy
- Appropriate touch Policy
- Safer Recruitment Policy (adhering to Part 3 of [‘Keeping Children Safe in Education’](#))
- Recruitment of ex-offenders Policy
- Equality, Diversity and Inclusion Policy
- Lone working policy
- First Aid outside of the office Policy
- Code of Conduct for team members and volunteers
- Code of Conduct for Families, Parents and Carers
- Whistleblowing Policy
- Wellbeing Policy
- Employee Privacy Notice
- GDPR and Data Protection Policy
- Confidentiality Policy

Section 17- Useful Contacts

- Norfolk Children’s Advice and Duty Service (CADS) 0344 800 8021
- Norfolk Children’s Services 24 hours 0344 800 8020
- Norfolk Police 101 / In an emergency 999
- LADO Team lado@norfolk.gov.uk
- Norfolk Safeguarding Children Partnership (NSCP) norfolkscp.org.uk
- Safer Programme 01603 228966 safer@norfolk.gov.uk

Section 18- Policy Review

We will make changes to our policy and procedures in line with Norfolk Safeguarding Children Partnership’s guidance on norfolkscp.org.uk

	Name	Signature	Date
Safeguarding Guardian and Lead Designated Safeguarding Person	CLAIRE CHADDERTON	C.Chadderton	28.1.26
People Guardian	LEONA BROWN	L. Brown	28.1.26
Alternate Designated Safeguarding Person	LEONA BROWN	L.Brown	28.1.26
Alternate Designated Safeguarding Person	RICCI BUTLER	R.Butler	28.1.26
Compliance Representative	SARAH MATTHEWS	S.Matthews	28.1.26
Founder and Director	AMY ELEFThERIADES	A.Eleftheriades	28.1.26

Version 12



Norfolk County Council



This policy will be reviewed on October 2026

This policy will be reviewed by Safeguarding Guardian, People Guardian, DSPs and Alternate DSPs and Founder/ Director and Compliance Representative

Appendix 1-The Prevent Duty in Norfolk Procedure

PREVENT - Prevent is part of the UK's Counter-terrorism strategy [CONTEST](#). The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. The key terms to be aware of are as follows:

Extremism - the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism - action that endangers / causes serious violence to a person/people; causes serious damage to property; or seriously interferes with / disrupts an electronic system.

Responding to a Concern-Notice – Check – Share

Notice-A staff member or volunteer working with a child or young person could be the person to notice that there has been a change in the individual's behaviour that may suggest they are vulnerable to radicalisation. Every case is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. There are some common signs that may mean someone is being radicalised.

- Expressing an obsessive or angry sense of injustice about a situation and blaming this on others.
- Expressing anger or extreme views towards a particular group such as a different race or religion.
- Suggesting that violent action is the only way to solve an issue, sharing extreme views or hatred on social media.

Check-The next step is for the staff member/volunteer to speak to the manager or safeguarding lead to better understand the concerns raised by the behaviours observed to decide whether intervention and support is needed. In many cases there will be an explanation for the behaviours that either requires no further action or a referral not related to radicalisation or extremism.

Share-Where the staff member/volunteer still has concerns that the individual may be vulnerable to radicalisation, then the organisation's safeguarding procedures will be followed, and this safeguarding concern will be reported to (CADS). Following this the Prevent referral form should be completed, which can be downloaded from here [referral form](#) and sent to: preventreferrals-NC@Norfolk.police.uk

Version 12



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An initial assessment of the referral will be carried out prior to any further information gathering on the individual.

For urgent radicalisation concerns contact Norfolk police on 101 or, in an emergency, 999.

Additional [information and guidance on Prevent](#) is available on the NCC website.

Need advice or support?

If it's not an emergency, please get in touch by emailing prevent@norfolk.police.uk.

You can also contact the Norfolk Police Prevent team on [01953 423905](tel:01953423905) or [01953 423896](tel:01953423896).

Appendix 2: Additional information for AIC team members related to possible signs and indicators of abuse

Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below *may* be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the person's individual situation.

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- *Babies* – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- *Toddler/Pre-School* – head banging, rocking, bad temper, 'violent', clingy. Spectrum from overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills
- *School age* – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- *Adolescent* – depression, self harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement
- Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

Neglect

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There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing, severe failure to meet a child's needs. The majority of these signs and symptoms can occur across any age group. Here are some signs of possible neglect:

Physical signs:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or they may present with obesity through inadequate attention to the child's diet
- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

[Neglect and Acts of Omission | Teeswide Safeguarding Adults Board \(tsab.org.uk\)](https://www.tsab.org.uk)

Behavioural signs:

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

Self-neglect

Self-neglect is a behavioural condition in which an individual neglects to attend to their basic needs, such as personal hygiene, appropriate clothing, feeding, or tending appropriately to any medical conditions they have. More generally, any lack of self-care in terms of personal health, hygiene and living conditions can be referred to as self-neglect. Extreme self-neglect can be known as Diogenes syndrome.

Version 12



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There are two types of self-neglect: intentional (active), and non-intentional (passive). Intentional self-neglect occurs when a person makes a conscious choice to engage in self-neglect. Non-intentional self-neglect occurs as a result of health-related conditions that contribute to the risk of developing self-neglect.

[Self-neglect - Wikipedia](#)

Physical Abuse

- Always obtain a medical diagnosis regarding any suspected abusive injury
- No injury is 100% symptomatic of abuse
- Look for unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen

Scalds and burns

- General appearance and behaviour of the child may include:
- Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference
- Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes
- Consider the age of child:
- Any bruising to a young baby
- It is unusual for a child under the age of 1 year to sustain a fracture accidentally
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described

Bruising:

- Bruising patterns can suggest gripping (finger marks), slapping or beating with an object
- Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury
- Bruises on black children will be more difficult to identify
- Congenital Dermal Melanocytosis (CDM) may be mistaken for bruises. a congenital developmental condition exclusively involving the skin. Usually, as multiple spots or one large patch, it covers one or more of the lower back, the buttocks, flanks, and shoulders. CDM most prevalent among Asian groups. Nearly all East Asian infants are born with one or more spots. It usually fades over the years and is most frequently gone by the time the child reaches adolescence
- Recent research indicates that bruises cannot be aged accurately. Estimates of the age of the bruise are currently based on an assessment of the colour of the bruise with the naked eye

Other injuries:

- Bite marks may be evident from an impression of teeth
- Small circular burns on the skin suggest cigarette burns
- Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
- Red lines occur with ligature injuries
- Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate

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- Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
- Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
- Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

Sexual Abuse

In young children behavioural changes may include:

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate - desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a trusted adult
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares

Behavioural changes in older children might involve:

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections



- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:

- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls



Appendix 3-Additional Safeguarding Issues

Child Sexual Exploitation-CSE is a form of child sexual abuse. It occurs when an individual or group take advantage of an imbalance of power to coerce, manipulate or deceive a children or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through use of technology.

Child Criminal Exploitation-A term to describe where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity:

- (a) in exchange for something the victim needs or wants; and/or
- (b) for the financial or other advantage or the perpetrator or facilitator; and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

FGM – Female Genital Mutilation- (*FGM*) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It's also known as "*female circumcision*" or "*cutting*". FGM is often performed by someone with no medical training who uses instruments such as a knife, scalpel, scissors, glass or razor blade. Children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained.

FGM is often motivated by beliefs about what is considered acceptable sexual behaviour. It aims to ensure premarital virginity and marital fidelity. FGM is in many communities believed to reduce a woman's libido and therefore believed to help her resist extramarital sexual acts. It is illegal to carry out FGM in the UK. It is also a criminal offence for UK nationals or permanent UK residents to perform FGM overseas or take their child abroad to have FGM carried out. The maximum penalty for FGM is 14 years' imprisonment.

Forced Marriage-People have the right to choose who they marry, when they marry or if they marry at all. Forced marriage is when some face physical pressure to marry (for example, threats, physical violence or sexual violence) or emotional and psychological pressure (eg if they're made to feel like they're bringing shame on their family).



Forced marriage is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Honour Abuse-Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere the victim doesn't want to go
- assault/killing

County Lines-A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Domestic abuse -The statutory definition is clear that domestic abuse may be a single incident or a course of conduct which can encompass a wide range of abusive behaviours, including a) physical or sexual abuse; b) violent or threatening behaviour; c) controlling or coercive behaviour; d) economic abuse; and e) psychological, emotional, or other abuse. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the Domestic Abuse Act 2021). The definition ensures that different types of relationships are captured, including ex-partners and family members. All children can experience and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members, including where those being abusive do not live with the child. Experiencing domestic abuse can have a significant impact on children. Section 3 of the Domestic Abuse Act 2021 recognises the impact of domestic abuse on children (0 to 18), as victims in their own right, if they see, hear or experience the effects of abuse. Young people can also experience domestic abuse within their own intimate relationships.

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Radicalisation -When we talk about radicalisation it means someone is being encouraged to develop extreme views or beliefs in support of terrorist groups and activities. radicalisation and the potential path towards terrorism and extremism can occur through face to face or online interactions. It is sadly the case that it is becoming easier than ever to be groomed by terrorist recruiters on the internet and to find extremist materials. Encouraging susceptible individuals to commit acts of terrorism on their own initiative is a deliberate tactic seen in emerging ideologies and seen in their propaganda. This is exacerbated by online environments which bring together and facilitate individuals sharing and validating thoughts and ideas.

Every case is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. The importance of noticing the hallmarks of concern within these online communities, in friends or wider social spaces as well as work and educational settings has probably never been as important as it is now. There are some common signs that may mean someone is being radicalised.

- Expressing an obsessive or angry sense of injustice about a situation and blaming this on others.
- Expressing anger or extreme views towards a particular group such as a different race or religion.
- Suggesting that violent action is the only way to solve an issue, sharing extreme views or hatred on social media.

It's often the case that professional curiosity and belief in your own ability to determine if something just doesn't sit right is sometimes a good check point to flag up where something may be going wrong, especially in the early stages of radicalisation.

Online Abuse-any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets, and mobile phones. It can happen anywhere online, including: social media, text messages and messaging apps, emails, online chats, online gaming and live-streaming sites. 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. Or the abuse might only happen online. Children may experience several types of abuse online: Cyberbullying, Emotional abuse-which can include emotional blackmail, Sexting-pressure or coercion to create sexual images, Sexual abuse, Sexual exploitation and Grooming-perpetrators may use online platforms to build a trusting relationship with the child to abuse them. A child experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or social media
- seem distant, upset or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet

Be mindful that some of the signs of online abuse are similar to other types of abuse.

Exploitive use of technology

The exploitative use of technology can manifest in various. Overuse of technology, particularly social media, can lead to mental health issues such as depression, anxiety, and social isolation. [The design of these platforms often prioritizes engagement over well-being, and can lead to addictive behaviours.](#) Technology can also be used to exploit others in various ways for example the collection and use of personal data and creative content can lead to privacy violations and misuse of information.

Abuse related to faith or belief

Child abuse linked to faith or belief can include a belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs);



- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context);
 - ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies;
 - use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.
- ([Child Abuse Linked to Faith or Belief | Safeguarding Network](#))

Alcohol and Substance misuse

Alcohol and substance misuse can lead to a wide range of physical, psychological and social problems. Substance misuse disorder is the consumption of substances that leads to the involvement of social, psychological, physical, or legal problems.

([Drug and alcohol misuse - Preventing Exploitation Toolkit](#))

Breast Ironing

Breast ironing is a form of child abuse that damages young girls' breasts to flatten them and delay their development.

([Breast ironing \(flattening\) | Metropolitan Police](#))

Carrying offensive weapons

Section 1(4) defines an offensive weapon as “any article made or adapted for use for causing injury to the person or intended by the person having it with him for such use by him or by some other person”.

([Offensive Weapons, Knives, Bladed and Pointed Articles | The Crown Prosecution Service \(cps.gov.uk\)](#))

Child on child abuse, including sexual violence and upskirting

[Child-on-child abuse, also known as child-on-child abuse, occurs when children under the age of 18 sexually, physically, or emotionally abuse another young person¹.](#) This can include inappropriate behaviours such as physical, sexual, or emotional abuse, exploitation, sexual harassment, bullying, coercive control, and hazing/initiation rituals between children and young people.

Child on child sexual violence and sexual harassment

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;
- sexual violence and sexual harassment;
- upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Concealed pregnancy

A concealed pregnancy is when a woman or girl knows she is pregnant but does not tell any health professional; or when she tells another professional but conceals the fact that she is not accessing antenatal care; or when a pregnant woman tells another person and they conceal the fact from all health agencies.

([NYSCP \(safeguardingchildren.co.uk\)](#))

Discrimination

The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

Disguised compliance

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Disguised compliance involves care-givers presenting an appearance of being co-operative and supportive in order to avoid scrutiny, suspicion or concern. Disguised compliance was a term first used in 1993 to describe some families' behaviour when receiving interventions from social care – however it can apply in any discipline when practitioners are trying to encourage and initiate change in parenting behaviour. This is often a reaction to a practitioner choosing to take a more authoritative or assertive stance. Disguised compliance occurs when a family attempt to maintain the appearance of complying with plans to safeguarding or promote the welfare of the child, but do not follow this through with meaningful action. Sometimes this may include a short period of improvement which is not sustained.

[Disguised-Compliance-factsheet.pdf \(greenwichsafeguardingchildren.org.uk\)](#)

Financial or material abuse

Financial or material abuse involves the control of money or resources, and is done to limit a person's freedom. Examples: fraud, theft, taking property without permission, assuming ownership of money or items, scamming (which can be in person, by letter, phone and internet), coercion in relation to an adult's financial affairs including the writing of or changing a Will, and misuse of benefits. Financial abuse can involve small and large amounts of money or value of property.

[Financial or Material Abuse - Safeguarding Adults Executive Board \(saeb.org.uk\)](#)

Forced marriage

Forced marriage is a marriage in which one or more of the parties is married without their consent or against their will. A marriage can also become a forced marriage even if both parties enter with full consent if one or both are later forced to stay in the marriage against their will. A forced marriage differs from an arranged marriage, in which both parties presumably consent to the assistance of their parents or a third party such as a matchmaker in finding and choosing a spouse. There is often a continuum of coercion used to compel a marriage, ranging from outright physical violence to subtle psychological pressure.

[Forced marriage - Wikipedia](#)

Gangs

A gang is a non-transient and usually street-based collection of people who view themselves as a group, and who view violence and crime as a key part of group identity. They usually claim ownership over a territory and have identifiable markers of membership, such as dress codes or tattoos.

Gangs use violence to gain recognition, status and power over their rivals, including other gangs. People involved in gangs are vulnerable to violence, abuse and exploitation by members of their own or rival gangs.

Gangs can be confused with peer groups who gather in public places to socialise and may engage in antisocial behaviour. Unlike these groups, gangs are characterised by high levels of violence and criminality.

Gang membership is based on conformity to the group and participation in group activities. This can create strong feelings of loyalty and belonging among members and can act as a way of grooming and exploiting people into taking part in gang activities – including violence, drug dealing and other criminal activities.

[Gangs - Preventing Exploitation Toolkit](#)

Gambling

Gambling disorder (gambling addiction) is a mental health condition characterized by recurrent, maladaptive gambling behaviour that can cause clinical stress. It causes major problems with your relationships, work or school, and/or finances.

[Gambling Disorder \(Gambling Addiction\): What It Is & Symptoms \(clevelandclinic.org\)](#)

Hate and mate based crime

Hate crime is a range of crimes motivated by, or perceived by the victim to be motivated by, hostility or prejudice. Mate crime is where a perpetrator befriends a vulnerable person, particularly people with learning disabilities, with the intention of then exploiting them.

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Hazing and initiation rites

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

[Notton House Academy - Initiation, Hazing, and Ritualistic Violence](#)

Hoarding

Hoarding is the practice of collecting or accumulating something (such as money or food). Hoarding, also called hoarding disorder and compulsive hoarding is a mental health condition characterized by persistent difficulty discarding or parting with possessions, regardless of their actual value. This behaviour results in the accumulation of items that clutter living spaces, significantly impairing daily functioning and causing distress.

[Hoarding Disorder: Complications and Insights | Psychology Today United Kingdom](#)

Incels

The word 'incel' is a portmanteau of "**involuntary celibate**". It is a term associated with a mostly online subculture of people (racially diverse, but mostly white, male and heterosexual, who define themselves as unable to find a romantic or sexual partner despite desiring one, and who may blame, objectify and denigrate women and girls as a result.

Modern slavery

Modern slavery is when someone loses their freedom and is controlled and exploited by another person or period for personal or commercial gain. Modern slavery takes many forms. The most common are:

- **Human trafficking:** The use of violence, threats or coercion to transport, recruit or harbour people in order to exploit them for purposes such as forced prostitution, labour, criminality, marriage or organ removal
- **Forced labour:** Any work or services people are forced to do against their will, usually under threat of punishment
- **Debt bondage/bonded labour:** The world's most widespread form of slavery. People trapped in poverty borrow money and are forced to work to pay off the debt, losing control over both their employment conditions and the debt
- **Descent-based slavery** (where people are born into slavery): A very old form of slavery, where people are treated as property, and their "slave" status has been passed down the maternal line.
- **Child slavery:** When a child is exploited for someone else's gain. This can include child trafficking, child soldiers, child marriage and child domestic slavery
- **Forced and early marriage:** When someone is married against their will and cannot leave. Most child marriages can be considered slavery
- **Domestic servitude:** Domestic work and domestic servitude are not always slavery, and when properly regulated can be an important source of income for many people. However, when someone is working in another person's home, they may be particularly vulnerable to abuses, exploitation, and slavery, as they might be hidden from sight and lack legal protection.

[What is modern slavery? | Anti-Slavery International \(antislavery.org\)](#)

Organisational or institutional abuse

Organisational or Institutional abuse is the mistreatment of people brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation.

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Trafficking

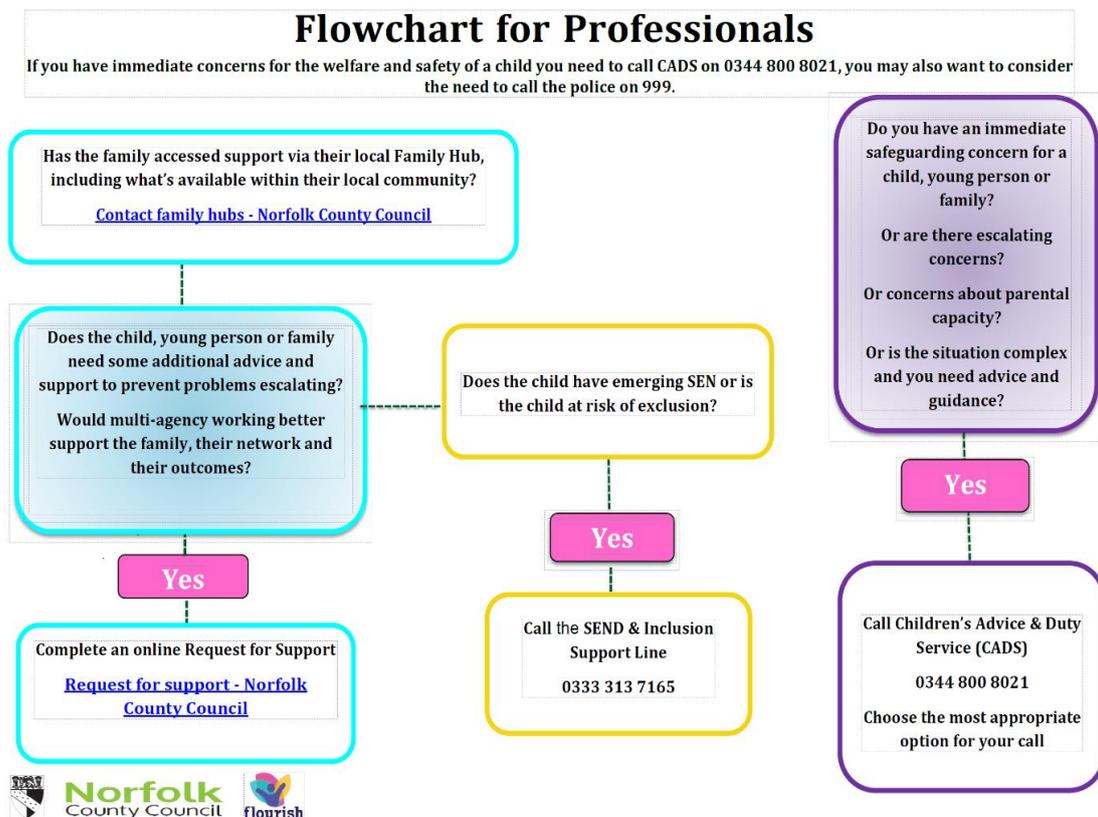
Trafficking is defined by the movement of a person, and this can happen within a single country or even within a single community. What trafficking really means is people groomed and forced into sexual exploitation; people tricked into accepting risky job offers and trapped in forced labour in building sites, farms or factories. It means being recruited to work in private homes only to be trapped, exploited and abused behind closed doors with no way out. It's a serious crime and a grotesque abuse of the people it affects. Human trafficking is the recruitment, transportation, transfer, harbouring or receipt of people through force, fraud, coercion or deception, with the aim of exploiting them for profit. [What is human trafficking? - Anti-Slavery International \(antislavery.org\)](http://antislavery.org)

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It is now a specific criminal offence in England and Wales. [Upskirting: know your rights - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Appendix 4-CADS Flowchart for Professionals

The CADS Flowchart for Professionals below, the CADS FAQs and further information on making a referral can be accessed here: [How to Raise a Concern | Norfolk Safeguarding Children Partnership | PWWC](#)



Appendix 5 – Example recording form for reporting concerns

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Recording Form for Safeguarding Concerns

For safeguarding concerns about a child or young person **all team members and regular visitors are required to complete this form and pass it to the commissioning DSL and Alpha Inclusions DSPs**, namely Leona Brown (07483 414812) Claire Chadderton (07483414744) or Ricci Butler (07483414811) and via the secure mailbox safeguarding@alphainclusion.co.uk. Our main base phone number is (01603) 926170. For TES cases the email cs.educationalprovision@norfolk.gov.uk should also be included in all safeguarding correspondence.

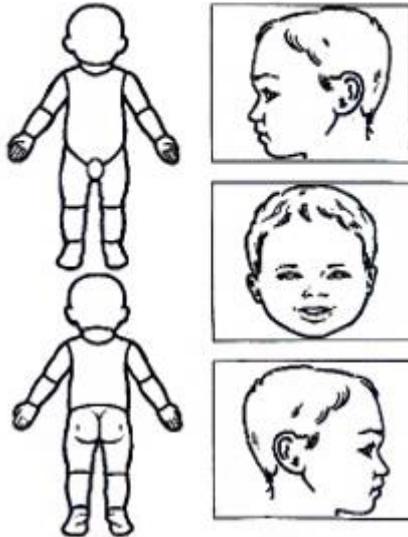
Please complete this sheet and pass to a DSL. This form will also be logged on AIC's secure electronic system. Safeguarding concerns must be submitted by 3.30pm (schools) and 4.30pm (community based) at the absolute latest on the day the concern is raised.

Full name of child or young person (including Alpha ID if known)	Date of Birth (if known)	Date and time of incident	Location	Name of person completing the form and position within the Alpha team								
Nature of concern/disclosure (highlight all that you think apply)												
Neglect	Emotional	Physical	Sexual	Online safety	PREVENT	Attendance	Other (please specify)					
Was there an injury or mark? (If yes, please fill in the next columns)		Y	N	Did you see the physical mark?		Y	N	Did you witness the incident?		Y	N	
Describe the injury or incident: Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child or young person say or do and what you said.												
Have you filled in a body plan (attached) to show where the injury is and its approximate size? Ensure that if there is an injury this is recorded (size and shape) and a body map is completed									Yes	No	N/A	
Was anyone else with you? (if yes, please fill in the next column)						Who? (Name and role if <u>known</u>)						
Has this happened before and if so, when? (Make it clear if you have raised a concern about a similar issue previously)												
Which commissioning DSL are you sending this information to? (specify name of commissioning DSL and include cs.educationalprovision@norfolk.gov.uk for all transitional education service cases)												
Do other agencies need to be informed? Please specify e.g. School DSL team(s), Section 19 team, CCS, Attendance officer, PREVENT, Police, additional agencies etc												
Have parents been informed?			Yes	No (if no, please state the reason)								
Within the Alpha DSP team, who are you passing this information to? (highlight below)												
Name: Leona Brown Ricci Butler Claire Chadderton												
Position: Designated Safeguarding Lead(s) at AIC												
Your signature:												
Time:			Date:									

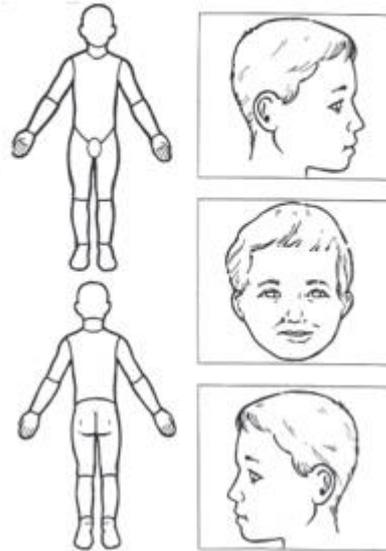


Body Map

Young Child



Older Child



Which side of body (please specify)?

Left

or

Right

NB Alpha team members:

Ensure all logs are sent via encrypted pdf to those required without delay.

On our secure system Alpha DSPs will log a copy of this form, time form received, and action taken.

Any referrals that have been made (e.g. to Police will be recorded with date and time)

Our Safeguarding policy further details AlphaIC process and copies of our policy are available on our website www.alphaic.co.uk and by request info@alphainclusion.co.uk

Appendix 6 - Induction checklist for staff and volunteers and example of safeguarding induction document

Safeguarding Induction Sheet for new team members and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children and young people, and at *Alpha Inclusion and Communication* and we take this responsibility seriously.

If you have any concerns about a child, young person or adult in our setting, you must share this information immediately with our Safeguarding Lead (DSP) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must log your concern with a designated professional and provide them with a written record of your concern. A copy of the AlphaIC form is available on SharePoint. Please ensure you complete all sections as described and send as an encrypted pdf as per policies and procedures.

Any allegation or low-level concern about a member of staff, a child's foster carer or a volunteer should be reported immediately to the safeguarding lead. If an allegation is made about the proprietor, you should contact the Local Authority Duty Desk on 01603 307797.

[NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – and the line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The Designated Safeguarding Leads at AlphaIC are:

Designated Safeguarding Lead: Claire Chadderton (Safeguarding Guardian, DSP, Outreach Practitioner)

Email safeguarding@alphainclusion.co.uk

Contact Number: 07483414744

Alternate Safeguarding Lead(s): Leona Brown (DSP, Operational Lead and People Guardian for Practitioner Team)

Email safeguarding@alphainclusion.co.uk

Contact Number: 07483 414812

Alternate Safeguarding Lead(s): Ricci Butler (DSP, Practitioner with Additional Responsibilities)

Email safeguarding@alphainclusion.co.uk

Contact Number: 07483414811



Example Safeguarding Induction for new staff

Please complete at your own pace and in a space which you feel supports you best.

All forms are available below and visuals prompts are provided in the PowerPoint sent to your email address:

SharePoint via Team Info___Policies and Procedures

- Please read our Alpha Safeguarding policy
- Familiarise yourself with the Safeguarding Information for Team Members and Regular Visitors flowchart
- Download the up-to-date Safeguarding reporting form

The following questions have been designed to support understanding, collaboration and discussion with the Safeguarding Guardian. Please explore the following questions and if you are unsure, please leave blank as we will go through this together 🍌

Who are our current named DSLs for Alpha Inclusion?

Who is Alpha's Safeguarding Guardian and what's your understanding of this role?

What is meant by 'contextual safeguarding'?

What time frame should attendance be reported within?

When should community safeguarding logs be sent and received by?

What is the main email for Alpha Safeguarding?

With filtering and monitoring in mind, how do Alpha team members ensure we are keeping safe when using websites with young people?

What is your understanding of the purpose of Safeguarding clinics?

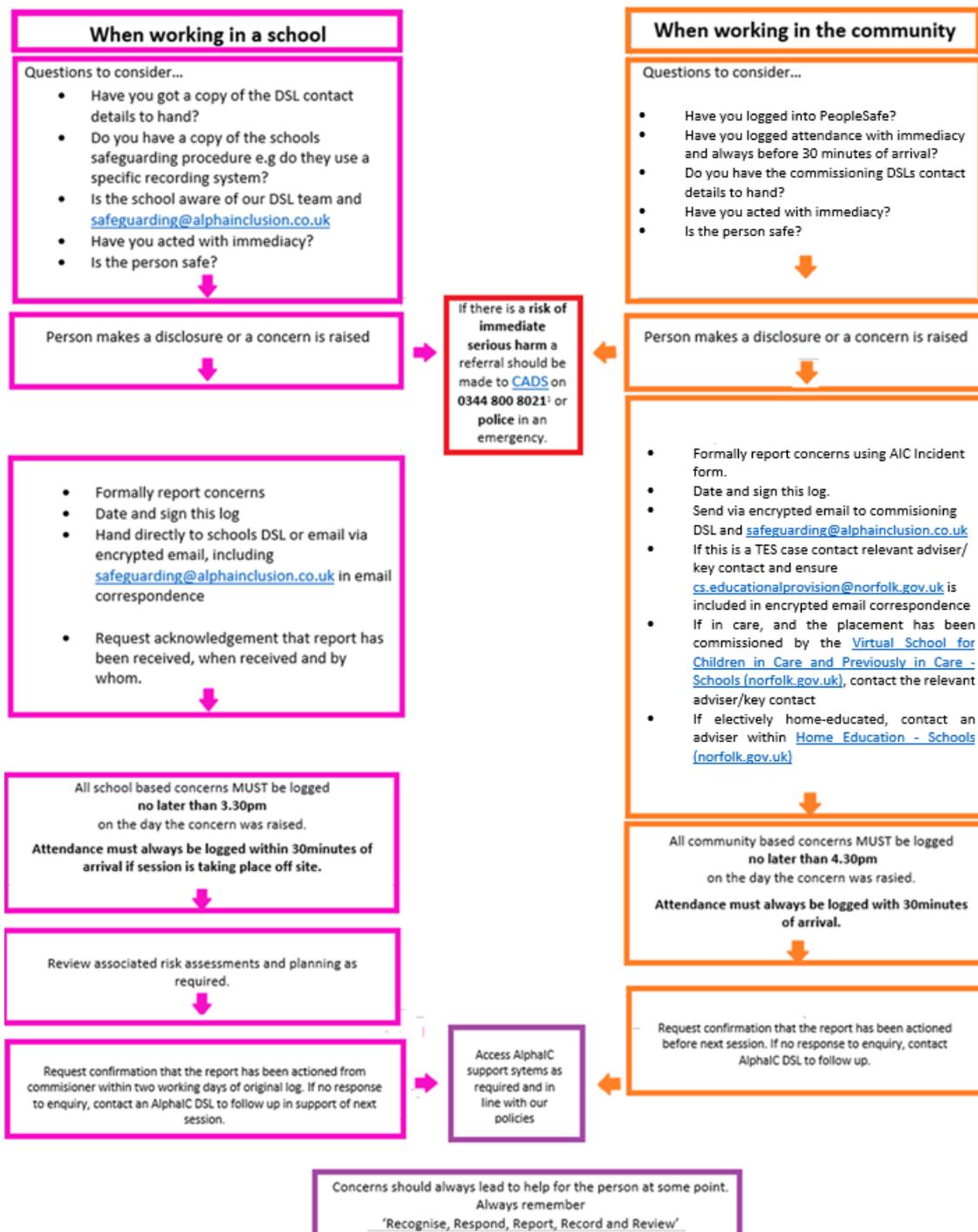
Can you detail one website or online resource linked to safeguarding that you may use within your role?

Thank you 🍌

All feedback on your Safeguarding induction is welcomed and appreciated, if you feel able, please comment below about your experience so far and include recommendations...



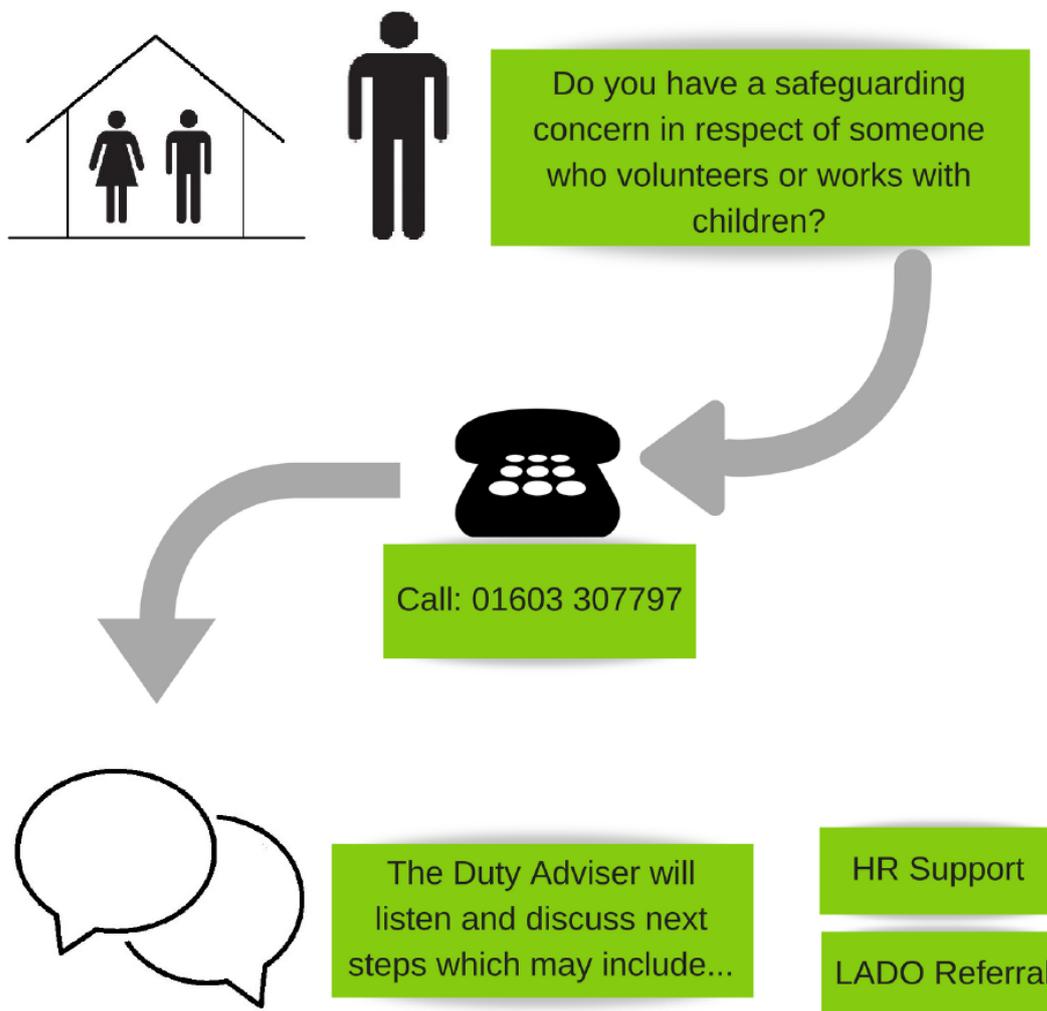
Appendix 7 - AIC Safeguarding procedure for reporting concerns



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 9 - Confirmation of staff safeguarding checks for commissioners

Unregulated alternative provider safer recruitment checks

As per Keeping children safe in education - GOV.UK (www.gov.uk)

333. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.

334. Schools should obtain **written confirmation** from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

Therefore [name of school] is obliged to obtain written confirmation of the following (according to Part 3 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

Prior to any placement being agreed, the following must be completed by the AP centre lead or proprietor, signed and returned to the school. Failure to complete this form may result in placements being paused or ceased and funding withdrawn.

Name of provision	
Address of provision	
Proprietor/centre lead name/role	
Proprietor/centre lead contact telephone and email	
Name and role(s) of colleagues who are safer recruitment trained	
Date of safer recruitment training	

I, the undersigned, confirm that in respect of all employees and volunteers at the above named unregulated alternative provision, the following checks and procedures are in place and affirm that all team members are suitable to work with children. I understand that the school may request sight of relevant documents during a pre or mid-placement visit.

1. **Staff files** are in place and contain evidence of
 - a. Application forms containing
 - i. personal details (current and former names, current address and national insurance number)
 - ii. details of their present (or last) employment and reason for leaving
 - iii. full employment history

Version 12



Norfolk County Council



- iv. qualifications
 - v. details of at least 2 referees
 - vi. a statement of personal qualities and experience
 - b. A self-declaration of any criminal record or information which may make them unsuitable to work with children
 - c. Evidence of right to work in the UK
 - d. Photocopies of 2 identity checks (with a photograph)
 - e. At least 2 references, including 1 from the applicant's current or most recent employer
 - f. A risk assessment as required
 - g. Copies of interview notes which determine the applicant's suitability to work with children
 - h. Photocopies of qualifications
2. **Staff tracker or single central record** which includes:
- a. Name and address of employee/volunteer
 - b. Date employment started
 - c. Date identity checks carried out and by whom
 - d. Date DBS checked and by whom
 - e. Risk assessment in place yes/no
 - f. Right to work in the UK checks – when and by whom
 - g. Qualifications check – when and by whom
 - h. Prohibition order checks- when and by whom (for those in 'teaching activity')

Signed	
Date	
Received by school (name/date)	

Appendix 10- Useful contacts

Norfolk CADS (Children's Advice and Duty Service): 0344 800 8021

Norfolk Safeguarding Partnership and members section: <https://www.norfolkscb.org/> 01603 223409

Norfolk Safeguarding Adults Board: <https://www.norfolksafeguardingadultsboard.info/> 03448008020

Customer First: 0845 023023

Police: 999

NSPCC: 0800 800 5000

Safe CIC: <http://www.safecic.co.uk/esafety-site>

BECTA www.becta.org.uk

Child Exploitation and Online Protection Agency www.ceop.org.uk

Think you know www.thinkuknow.co.uk

Just One Norfolk <https://www.justonenorfolk.nhs.uk/> 03003000123

For your information Norfolk (FYIN) <https://www.fyinatorfolk.nhs.uk/>

Norfolk Schools and Learning Providers [Safeguarding Section](#) of the [Norfolk Schools and Learning Providers website](#).

NHS England <https://www.england.nhs.uk/safeguarding/>

PREVENT www.norfolk.police.uk/advice/advice-and-information/t/prevent/prevent/

HSB hsbproject@norfolk.gov.uk

Forced Marriage Unit Statutory guidance

<https://www.gov.uk/guidance/forced-marriage> has [statutory guidance](#) and [Multi-agency guidelines](#)

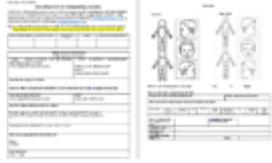
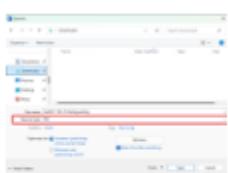
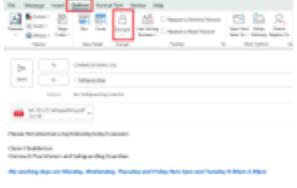
and can be contacted for advice or

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Contact 020 7008 0151 or email fm@fco.gov.uk



Appendix 11 - Visual procedure for logging a safeguarding concern (AIC Team members)

ACC091025 Visual procedure for logging a Safeguarding concern		
1	A concern is raised	
2	Log on the Safeguarding form (this is a word document however needs to be saved as a pdf)	
3	Save as a pdf and give an identifiable title i.e YP ID, date and type of doc	 Coded ID Date Log type AANCC 18.1.25 Safeguarding 
4	Attach to an email and send using encryption by following details by commissioning DSL in line with their procedures Include safeguarding@alphainclusion.co.uk	safeguarding@alphainclusion.co.uk 
5	Delete the record from your downloads or computer	 
6	Alpha DSP will acknowledge receipt of log. A DSP will advise <u>of next</u> steps and actions.	  
7	For confidentiality, all Safeguarding logs are logged by Alpha DSPs. This supports chronology and record keeping. These are reviewed regularly by DSPs	  
8.	In line with AIC policies, check in with yourself and access a debrief/ support with appropriate team members as required, alert DSP's via main WhatsApp channel All debriefs involving safeguarding must take place with a DSP	