


## The Harmony Project Safeguarding and Child Protection Policy September 2024

**“If you see something, say something”**

<b>Lead</b>	The Harmony Project Leadership Team
<b>Policy prepared by</b>	Catherine Smith Head of Schools and Outreach
<b>Policy approved by the Director</b>	Richard Dunne
<b>Signed by the Director</b>	
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<b>Reviewed by and on</b>	Catherine Smith, August 2024

## Key contacts for safeguarding and child protection

	Name	Phone Number	Email Address
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<b>Named person with designated responsibility for allegations against staff</b>	Catherine Smith	07920460056	<a href="mailto:catherine@theharmonyproject.org.uk">catherine@theharmonyproject.org.uk</a>
<b>Local Authority Designated Lead (LADO)</b>	The LADO would be the LADO specific to the site in question, and can be identified using individual county council websites.		<a href="https://national-lado-network.co.uk">https://national-lado-network.co.uk</a>
<b>Local Authority Safeguarding Team / MASH</b>	C-SPA	0300 470 9100 (Mon-Fri 9am – 5pm)	<a href="mailto:cspa@surreycc.gov.uk">cspa@surreycc.gov.uk</a>
<b>Local Authority Out of Hours</b>	Emergency Duty Team	01483 517898	<a href="mailto:cspa@surreycc.gov.uk">cspa@surreycc.gov.uk</a>
<b>Prevent Contact</b>		020 7340 7264	<a href="mailto:Counter.extremism@education.gov.uk">Counter.extremism@education.gov.uk</a>

## Safeguarding Commitment

The Harmony Project believes that no child or young person should experience abuse or harm and is committed to the protection of children and young people.

This policy is intended to protect children and young people and to provide guidance and overarching principles to those who represent us as staff, volunteers and trustees.

It is essential that everybody working in The Harmony Project understands their safeguarding responsibilities. Safeguarding and promoting the welfare of children is **everyone's responsibility**. In accordance with all relevant legislation and guidance, this policy details our procedures for safeguarding and child protection and is applicable to the whole organisation.

This policy considers three main elements:

- Prevention through the whole-institution approach; culture, teaching and pastoral support offered to children and young people
- Procedures for identifying and reporting cases, or suspected cases, of abuse – because of our contact with children our staff are well placed to observe the outward signs of abuse
- Support to learners who may have been abused. Our policy applies to all staff and volunteers working in education settings and trustees.

In this policy, a 'child' refers to all children under 18 years of age.

In order to fulfil our responsibilities, all members of staff must read the safeguarding statement and policy and sign to say they have read and understood the content and will abide by the safeguarding principles of this organisation, acting immediately on concerns about a child's welfare. This will enable our organisation to fulfil our legal responsibilities to identify children who may be in need of early help or who are suffering, or are likely to suffer, significant harm.

The policy can be accessed via our staff shared folders (Operations – Safeguarding – Policy and Forms)

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## 1. Introduction

The Harmony Project is committed to safeguarding all those who work for the organisation and those we interact with when carrying out our work, particularly when planning and delivering educational activities with children and young people.

This policy is mandatory for all staff and its aim is to:

- Protect children, young people and adults taking part in any Harmony Project related activities
- Raise awareness amongst all staff, so that they know what to do if they have any safeguarding concerns regarding a child, young person or adult
- Protect staff by providing practical, common sense guidelines to avoid placing themselves in situations where they may put themselves or others at risk
- Protect the organisation by showing that we have taken 'all reasonable steps' to provide a safe environment for everyone

All staff, including those who do not have a specific role in working with children and young people, have a duty to safeguard and promote the welfare of children, young people and adults at risk.

### **Prevention:**

#### **The Harmony Project team will:**

- Establish and maintain a culture where the children and young people that we work with feel protected; encouraged to talk and are listened to
- Develop a whole-institution approach to safeguarding and wellbeing
- Identify trusted adults with whom children and adults can communicate their concerns
- Ensure that children and young people are protected and know how to get support if they experience bullying or discrimination
- Promote an understanding of the importance of challenging inappropriate and abusive behaviours between children and young people, and not allowing them to become normalised
- Ensure that there are well-developed strategies in place to address risks associated with technology and that there is evidence that staff understand these risks
- Design a curriculum which covers activities/lessons for children and young people to learn skills to keep safe
- Build good relationships with schools and other agencies to ensure that early and appropriate referrals for support and intervention are initiated before risks escalate
- Ensure that thorough and effective risk assessments are used where appropriate
- Promote good safer recruitment practice
- Establish and monitor a clear child protection training programme for all staff, volunteers and trustees
- Ensure that effective whistleblowing procedures are in place

## Procedures:

### The Harmony Project team will:

- Follow the latest Keeping Children Safe in Education guidance (Keeping Children Safe in Education 2024) and the safeguarding procedures endorsed by our local authority
- Ensure that there is a fully trained DSL and deputies in place, empowered to play their role effectively. All DSLs will be fully supported to attend regular training, given appropriate time to perform the role, resources and support
- Ensure that schools and associated parents/carers have sight of the policy so that they are aware of The Harmony Project's safeguarding and child protection responsibilities, via our website and communication with schools
- Promote cooperation and liaison with parents and carers including consent sought in accordance with local procedures
- Maintain high standards of record keeping: ensuring that records are made in an appropriate and timely way and that records are held and retained securely complying with DPA
- Liaise with schools to ensure that the safeguarding and child protection procedures of individual schools are understood and adhered to
- Monitor and review the policy, in liaison with the safeguarding linked trustee (Jamie Agombar)
- Ensure that **all staff** know and understand the following:
  - The name of the DSL and deputies and how to contact them
  - The name of the designated trustee for safeguarding
  - How to locate a local authority point of contact
  - How to recognise the signs and indicators of abuse, neglect, and exploitation
  - How to respond if a child discloses abuse, neglect, or exploitation
  - Their individual responsibility to report concerns about a child or an adult
  - When to make referrals specifically concerning key areas of safeguarding
  - How to report a concern correctly (written/typed records containing all relevant details and actions, regardless of whether the concern is referred on)
  - Timeliness of information sharing and agreed actions following a concern
  - How to take forward a concern in an emergency / if the DSL or deputy is unavailable
  - How we provide and monitor safeguarding and child protection training for all staff
  - How positive behaviour is promoted consistently across our organization and within the schools that we work with, and how effective de-escalation techniques are used in individual settings

### Supporting children and young people at risk:

#### The Harmony Project team will:

- Recognise that children and young people who have been abused may present with challenging behaviour or may be withdrawn. We will support children via our whole-

institution approach to contribute to a positive, supportive, and secure environment where all learners feel valued

- Design a curriculum which nurtures and encourages self-esteem and self-motivation
- Provide positive support for children and learners who present with risky behaviour, following specific guidance from individual schools where appropriate

## 2. Roles and Responsibilities

The Harmony Project recognises its responsibility to safeguard the welfare of:

- All current staff enrolled on PAYE
- Freelance staff and other paid collaborators
- External organisations/individuals with whom we engage, including:
  - Members of the public at our events
  - Staff and students at schools and universities

Where The Harmony Project has a duty of care, all individuals, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or gender identity, have the right to equal protection from all types of harm or abuse.

In implementing its safeguarding duties, **The Harmony Project will:**

- Address legal requirements
- Provide staff, trustees and volunteers with guidance on procedures that must be adopted and set out what is expected in the event that an individual may be experiencing, or be at risk of, harm
- Value the needs, views and best interests of those considered to be at risk
- Devise and implement safeguarding procedures and guidelines for all members of staff
- Recruit staff and volunteers safely by ensuring all appropriate checks and references are in place
- Share information about safeguarding good practice with staff and volunteers and provide effective management for staff and volunteers through supervision, support and training
- Share personal information about concerns with internal and external individuals appropriately and within the information sharing protocols
- Ensure the charity's compliance with legislation, regulation, relevant guidance and the protection of the charity's reputation

**The Designated Safeguarding Lead (DSL) will:**

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place within the organisation)

- Develop, review, update and disseminate over-arching policy and procedures
- Receive and manage all reports of incidents, allegations or suspicions of abuse or poor practice
- Provide advice, guidance and support to other staff on child welfare, safeguarding and child protection matters
- Ensure that they, or their deputies, will always be available, via phone or email, for staff within the organisation to discuss any safeguarding concerns
- Manage referrals -The Designated Safeguarding Lead is expected to refer cases:
  - of suspected abuse and neglect to the local authority children’s social care as required and support staff who make referrals to local authority children’s social care
  - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
  - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
  - where a crime may have been committed to the Police as required [NPCC - When to call the police](#) can be used to consider calling the police and what to expect when working with the police
- Work with others - The Designated Safeguarding Lead is expected to:
  - act as a source of support, advice and expertise for all staff
  - keep updated and advise the charity on changes in legislation, regulation and guidance from appropriate external agencies
  - act as a point of contact with the DSLs of individual schools and safeguarding partners
  - liaise with the Director to inform him of any issues or concerns
  - liaise with external agencies where individual cases require this
  - as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
  - liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
  - liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Ensure that information is kept confidential and is stored securely while ensuring that information is shared as necessary to safeguard individuals,
- Records should include:
  - a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved
  - a note of any action taken, decisions reached, rationale and the outcome
- Raise awareness - The Designated Safeguarding Lead should:
  - ensure each member of staff has access to, and understands, the safeguarding and child protection policy and procedures, especially new and part-time staff



- ensure the safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with trustees regarding this
- ensure the safeguarding and child protection policy is available publicly
- link with the safeguarding partner arrangements ([Tes Safeguarding & Duty of Care](#)) to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- ensure that at least one member of staff is responsible for safeguarding arrangements at all activities and events – raising awareness of the policy and guidance among other staff, external staff, parents, children and adults at risk

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

#### **The Deputy Designated Safeguarding Lead (DSL) will:**

- Be trained to the same standard as the Designated Safeguarding Lead
- Ensure that they, or the DSL, will always be available, via phone or email, for staff within the organisation to discuss any safeguarding concerns
- Fulfil all expectations of the DSL, as and when appropriate, with the exception of the lead responsibility

#### **All staff will:**

- Read and understand their safeguarding responsibilities, familiarising themselves with the policy and supporting procedures
- Read at least Part 1 of [Keeping Children Safe in Education 2024](#)
- Understand their responsibility to report all concerns to the Designated Safeguarding Lead or their deputies
- Accurately record details of all incidents or concerns
- Inform the setting's DSL if an incident or concern involves an external educational setting, and provide them with an identical record of factual evidence, for the setting to follow their own policy relating to record keeping
- Only share details of an incident or concern with those who need to know, such as the DSL or Deputy DSL
- Be vigilant and aware of signs of abuse **"If you see something, say something"**

All staff, trustees and volunteers, including those who do not have a specific role working with children and young people, have a duty to safeguard and promote the welfare of children, young people and adults at risk.

## Safeguarding training

- All staff will undergo safeguarding and child protection training at the appropriate level, including online safety and prevent awareness, depending on their role
- Staff will have appropriate knowledge of Part Five KCSIE (Child-on-child sexual violence and sexual harassment)
- Trustees will ensure all staff receive regular safeguarding and child protection updates (including online safety) as required, and at least annually
- Deputy DSLs will be trained to the same standard as the DSL
- The DSL and deputies will undergo updated training every two years
- Induction: All staff will receive appropriate safeguarding and child protection training (including online safety) at induction. Copies of policies and Part 1/Annex A of KCSIE to be provided to all staff at induction

## 3. Definitions

For the purpose of this policy:

**Safeguarding** is defined as

- Protecting children from maltreatment
- 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, and
- Taking action to enable all children to have the best outcomes.

**Child Protection** is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child’s welfare.

Additional information can be found in [Annex A: Glossary of terms](#).

## 4. Legislation and Guidance

The principle legislation and guidance covering the application of the policy is shown in [Annex B](#). Legislation includes The Children Act 1989 and 2004 (as amended), The Education Act 2002, The Equality Act 2010, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2024.

The Harmony Project creates a culture which embraces and values diversity and equality and recognises its contribution in helping staff and the students who access our curriculum and support, to reach their full potential beyond any prejudice. As an inclusive establishment, The Harmony Project fosters a safe place for each team member to challenge, discuss, explore, and form their own values and opinions.

Safeguarding is the golden thread that runs through all other policies such as, for example:

- **The Harmony Project Social Media Policy**
- **The Harmony Project Online Safety Policy**
- **The Harmony Project Code of Conduct**
- **The Harmony Project Whistleblowing Policy and Procedures**

## 5. Categories of Abuse

It is not easy to recognise where abuse may or has already taken place. It is acknowledged that The Harmony Project staff members are not experts and it is not our responsibility to decide whether or not an incident has taken place. It is our responsibility to raise any concerns or allegations that have been made. It is the responsibility of the Police/Social Services to undertake investigations.

### Identifying Signs of Possible Abuse

Most children will receive cuts, grazes and bruises from time-to-time and their behaviour may give reason for concern. There may be other reasons for these factors, but any concern should be immediately shared with a Designated Safeguarding Lead to assess the situation.

There are a number of ways in which abuse becomes apparent:

- A child or young person discloses abuse
- Someone else discloses that they believe somebody has been or is being abused
- A child or young person at risk may show signs of physical injury for which there appears to be no satisfactory explanation
- A child or young person at risk's behaviour may indicate that it is likely that he/she is being abused
- Unexplained bruising, cuts or burns on the child, or young person at risk particularly if these are parts of the body not normally injured in accidents
- An injury which a parent or carer tries to hide, or for which they might have given different explanations
- Changes in behaviour such as the child or young person at risk suddenly becoming quiet, tearful, withdrawn or aggressive
- Loss of weight without a medical explanation
- An inappropriately dressed or ill-kept child or young person at risk who may also be unclean

- Sexually explicit behaviour, for instance playing games and showing awareness which is inappropriate for the child or young person's age
- A lack of trust in adults, particularly those who would normally be close to the child or young person at risk
- A member of staff's behaviour or in the way in which he/she relates to a child or young person at risk, causes concern

The above signs do not necessarily mean that a child or young person has been abused. However, if you are concerned about the welfare of a child or young person at risk, you must act. **Do not** assume that another person will.

Please see [Annex C](#) for the categories and indicators of abuse and neglect.

## 6. Key Areas of Safeguarding

Through our commitment to safeguarding induction procedures and a regular programme of safeguarding CPD, we ensure that all staff have an awareness of specific safeguarding issues that can put children and young people at risk of harm, so that they are able to identify cases of children who may need help or protection. Further guidance on key areas of safeguarding is detailed in [Annex B](#).

## 7. Child Protection Procedures

The Harmony Project recognises that safeguarding and child protection are the highest priority when visiting schools and running events for children and staff. All team members who work directly with schools are DBS checked.

When working directly with schools, The Harmony Project team member will confirm to the school that they will follow the individual school's safeguarding policies and procedures and will request these and the name of the school's DSL, via email, in advance of the visit.

During school visits, The Harmony Project team member will be accompanied by a school staff member at all times when in direct contact with pupils.

All team members will:

- Maintain an attitude of 'it could happen here'
- Ensure that they are familiar with The Harmony Project's processes and procedures for documenting and reporting concerns See examples at [Annex D, E & F](#)
- Refer to locally agreed multi agency safeguarding arrangements put in place by safeguarding partners
- Be provided with guidance on when staff should consider calling the police. See **NPCC Guidance: When to call the police.**

### **Dealing with disclosures:**

- All staff will follow the individual school's safeguarding policies and procedures for disclosures
- If a child or young person discloses that they are being abused, exploited, or neglected, all staff should be able to reassure them that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- When responding to a disclosure, all staff will
  - Remain calm
  - Listen but not probe (TED strategies – tell, explain, describe)
  - Allow time for the person to talk
  - Reassure the person that they have done the right thing in telling someone and explain that only those that need to know will be informed (Staff will not promise to keep secrets or assure the person that everything will be ok)
  - Act immediately in accordance with the procedures outlined in this policy

The welfare of children and young people at risk is paramount and abuse; apparent, actual or suspected must be reported. Even if the truth of the disclosure is uncertain, an appropriate response has to be made. It is not the responsibility of any member of staff to decide whether or not abuse or poor practice is actually taking place. Staff should never try to deal with a suspicion, allegation or actual incident of abuse themselves. The incident should be reported immediately to the Designated or Deputy Safeguarding Lead.

### **Reporting and Recording Concerns:**

Following a disclosure or concern, all staff will:

- Have a personal responsibility to act and to share information, however small, and not assume another professional will take action
- Record in writing, as near to verbatim as is possible, what was said as soon as possible
- Report the disclosure or concern to the DSL or deputy DSLs
- Complete the Incident Report Form ([Annex F](#)) including further updates and the rationale behind decisions made
- Ensure that all recording is factual and does not include personal opinions or interpretations

### **Confidentiality and information sharing:**

- The Harmony Project recognises its duty to ensure that records are kept confidential and stored in secure folders
- All staff recognise the importance of information sharing between practitioners and local agencies
- Records are only shared with those who need to know about suspicions, allegations or actual incidents of abuse:

- The Designated Safeguarding Lead
- The parent/ carer of the person who is alleged to have been abused
- The person making the allegation
- Social Care/Police
- The alleged abuser (and parents if the alleged abuser is a child)
- A record of all those to whom disclosures or disclosure information has been revealed should be kept. It is a criminal offence to pass this information to anyone who is not entitled to receive it
- Files for employees convicted of abuse will be retained and stored securely and separately when archiving
- The Harmony Project is fully committed to protecting the rights and privacy of individuals in accordance with the Data Protection Act 2018.

Information sharing within The Harmony Project concerning an individual will be limited to the minimum required, and will take place:

- Where professional requirements relating to Fitness to Practice or Professional Suitability become an issue
- Where a safeguarding issue is, or becomes, relevant in relation to events, workshops, employment, volunteering or other activity directly affecting the work of The Harmony Project

There will be sharing of relevant information concerning safeguarding of individuals with external agencies where lawful, and through the processes authorised by the Director of The Harmony Project and the Board of Trustees, as appropriate.

### Retention of records

Type of Record	Retention
Safeguarding concerns that The Harmony Project refers on to social care or the police. Including concerns about physical, sexual, emotional abuse or neglect, disclosures or information from a third party which suggests somebody is being abused, concerns about a parent or another adult, or a young person who has been abused by another young person.	The referral should be acknowledged in writing by Social Care and The Harmony Project keeps this on file. Records should be kept indefinitely in a secure place.
Welfare concerns that The Harmony Project decide, after consultation, do not necessitate a referral to children’s social care or the police. In such rare circumstances the organisation should make a record of the concern, the rationale behind the decision and the outcome.	Personnel files and training records should be kept for 7 years after employment ceases.

Concerns where a member of staff has breached the code of conduct, a record of the behaviour, the action taken and outcome should be recorded.	Personnel files and training records should be kept for 7 years after employment ceases.
Disclosure and Barring Service	The actual disclosure form must be destroyed after 6 months. However, it is advisable that organisations keep a record of the date of the check, the reference number, the decision about vetting and the outcome.

**Local Children’s Services:**

- The Harmony Project will follow all local policies and procedures in place in individual settings
- Where a child is suffering or is likely to suffer from harm a referral will be made to local children’s services
- Referrals will follow the local authority referral process

## 8. Allegations Against Professionals

The Harmony Project will follow all local policies and procedures in place in individual settings and will refer concerns about individual members of staff from that setting to the setting’s DSL. The welfare of the child making the allegation will be paramount and will be supported through local procedures.

Concerns and/or allegations against those working in or on behalf of The Harmony Project, in a paid or unpaid capacity, align to local authority safeguarding procedures and practice and reporting should follow the process outlined in [Annex D, E & F](#).

**Allegations that meet the harms threshold**

An allegation is deemed to meet the harms threshold where a member of The Harmony Project team, who represents the organisation in a paid or unpaid capacity, 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

This includes behaviour outside of the organisation that might make an individual unsuitable to work with children (transferable risk).

Staff should report concerns to the **Case Manager, Richard Dunne**. In the event of an allegation against the named Case Manager, staff should report concerns to the **Chair of Trustees, Jamie Agombar**.

#### **Allegation/concerns that do not meet the harms threshold (low-level concerns)**

- As part of The Harmony Project's whole-institution approach to safeguarding, we encourage creating an open and transparent culture to identify concerning, problematic or inappropriate behaviour early and minimise risk of abuse
- Low-level concerns are concerns that do not meet the harms threshold
- The Harmony Project's Staff Code of Conduct outlines expectations of behaviour from all staff
- Staff are encouraged to self-refer if they feel that their behaviour would fall within the definition of a low level concern. Staff should discuss this with the Director (refer to [Annex D](#) The Harmony Project Safeguarding Incident Record)
- Low-level concerns are recorded and stored securely within THP SharePoint Secure Area
- The Director will identify patterns of concerning, problematic or inappropriate behaviour and/or wider cultural issues by reviewing records and will ensure that appropriate action is taken
- Concerns or allegations relating to the Director will be recorded and stored securely by the Chair of the Trustees
- Low Level Concern Forms/Records and follow-up information such as records of meetings, action plans, will be marked as confidential and stored securely within the organisation's safeguarding systems with due regard for Data Protection, with access only by the Director, or Chair of Trustees and HR
- The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the relevant personnel (Director, Chair of Trustees)
- Staff will be informed of their right to make a Subject Access Request and of any entries made in this log which relate to them unless sharing information compromises the safeguarding of others or threatens the anonymity of the person who shared the concern
- Where there are multiple low-level concerns relating to the same individual these will be kept in chronological order as a running record. These records are kept confidential and held securely, with restricted access by the Director or HR as required
- Records of low-level concerns will not be kept in the personnel file of the individuals to whom the concerns pertain, unless there have been multiple low-level concerns made about the same individual. Where a concern is thought to be serious and is processed as an allegation, records of this will be kept in staff personnel files
- Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures



## Following an allegation

### When dealing with allegations the DSL will:

- Apply common sense and judgement
- Deal with allegations quickly, fairly and consistently
- Provide effective protection for the child and support the person subject to the allegation

### Looking after the welfare of the child and those involved

- For incidents within a school or event context, the team would immediately refer to local safeguarding arrangements e.g. DSL at the school

### Supporting members of staff who have had allegations made against them

- The Harmony Project has a duty of care to all staff and should act to minimise stress inherent in the allegations and disciplinary process
- Individuals will be informed of concerns or allegations as soon as possible and be told the likely course of action; unless there is an objection by Social Care or the Police
- The individual will be advised to contact their trade union representative or a colleague for support
- In the event of employee suspension, they must be kept informed of both the progress of their case and developments occurring in the workplace
- Social contact with colleagues and friends should not be prevented except where it is likely to be prejudicial to the gathering and presentation of evidence. This will be made as a joint decision with appropriate bodies and will take into account internal requirements. Where suspension takes place, all contact with The Harmony Project will happen through the Head of Business Development & Operations in the first instance
- Guidance on accessing medical advice where appropriate will be provided
- When an employee returns to work following a suspension, or at the conclusion of a case, planned arrangements will be made to facilitate their reintegration. This may involve informal counselling, guidance, support, reassurance and help to rebuild confidence in their role

### Investigating the person subject to the allegation

- **Confidentiality and Information sharing** – the case manager should take advice from the LADO, the Police and the Local Authority, Social Care to agree the following:
  - Who needs to know and exactly what information can be shared
  - How to manage speculation, leaks and gossip
  - What, if any, information can be given to the wider team to reduce speculation
  - How to manage press interest, if and when it should arise

### Allegation outcomes

The outcomes of an allegation are set out below:

- **Substantiated** there is sufficient evidence to prove the allegation

- **Malicious** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the allegation
- **False** there is sufficient evidence to disprove the allegation
- **Unsubstantiated** there is insufficient evidence to either prove or disprove the allegation. The term therefore does not apply guilt or innocence, or
- **Unfounded** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## 9. Safer Recruitment

The Harmony Project ensures that a robust recruitment procedure is in place that follows best practice:

- The Harmony Project's commitment to safeguarding is made clear in all job advertisements and applicants are made aware that safeguarding checks will be made
- Safeguarding responsibilities are outlined in job descriptions and personal specifications
- Formal applications are necessary for all vacancies
- Applicants are required to complete a self-declaration ([Annex G](#)) of their criminal record or information that would make them unsuitable to work with children
- A minimum of two references (followed up by letter or phone call) from reputable sources are requested prior to interview, where possible, and any missing information, gaps in employment, reasons for leaving or discrepancies are followed up
- References include a declaration of the person's suitability to work with children or young people
- Where a person has worked with children or young people, at least one reference should be taken up from that employer
- Acceptable forms of personal identification are the same as are used for the Disclosure and Barring Service
- Interview questions explore potential areas of concern and candidates' suitability to work with children (Warner style questions)
- DBS checks will be conducted for all staff who have contact with children
- No formal job offers are made until after suitability checks have been completed
- A single central record for all employees is maintained
- Appropriate checks, written notification and suitable contracts are in place for staff, freelancers and volunteers, as appropriate
- All staff engage in an induction programme which includes safeguarding and child protection training
- The Harmony Project has in place continuous vigilance and a rolling programme of DBS re-checking, where appropriate and recognises its duty to refer concerns to the DBS

## 10. Whistleblowing

- All staff have a copy of and understand the written procedures for managing safeguarding allegations/concerns about members of staff and other adults working in the organisation or within individual settings. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. (Ofsted guidance)
- All staff, trustees and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime and know that such concerns will be taken seriously by the leadership team.

## 11. Review

As part of The Harmony Project's commitment to best practice, the following actions will take place:

- **Review of policy:** This policy will be reviewed annually, as a minimum, and updated if needed and/or following any updates to national and local guidance
- **Learning Lessons:** Case manager and LADO to review cases to determine whether there are improvements to be made to the organisation's procedures where appropriate
- **Monitoring:** General monitoring of safeguarding policy, implementation, and practice. Specific monitoring of areas such as:
  - Communications to all staff re: policy and safeguarding updates
  - Safer recruitment practice including DBS checks and reference checks
  - Training – records of training for all staff including child protection, prevent awareness and update training
  - Whether concerns are being reported and actioned
  - Safeguarding data to proactively identify any trends, themes, or causes for concern
  - Workload of DSL and time given to safeguarding duties
  - Effectiveness of support on offer to DSL and deputies, including supervision where appropriate

## Annex A: Glossary of Terms

<b>Abuse</b>	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.
<b>ACEs</b>	Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. They include child maltreatment such as physical, sexual, and verbal abuse and neglect, and wider experiences of household dysfunction, such as growing up in a household affected by domestic violence, parental separation, alcohol and drug use, mental illness, or parental incarceration.
<b>CAFCASS</b>	Children and Family Court Advisory and Support Service is a non-departmental public body set up to promote the welfare of children and families involved in family court.
<b>CAMHS</b>	Child and Adolescent Mental Health Service is the name for the NHS services that assess and treat young people with emotional, behavioural, or mental health difficulties.
<b>CCE</b>	Child Criminal Exploitation – children who are trafficked, exploited, or coerced into committing crimes.
<b>Child</b>	Section 175 of the Education Act 2002 defines a child as a person under the age of eighteen
<b>CIC</b>	Child in Care means a child that is looked after by a local authority
<b>CIN</b>	Child in Need means a child who is thought to need extra support or services to help them to achieve or maintain ‘a reasonable standard of health or development.’
<b>Child Protection</b>	Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child’s welfare.
<b>CPP</b>	A Child Protection Plan will say what the specific risks are to the child and the actions that will be needed to keep the child safe.
<b>ChISVA</b>	A Children and Young People Independent Sexual Violence Advisor is trained and experienced to look after a child’s needs following an allegation of rape or sexual assault.
<b>CME</b>	Child Missing Education is defined as those who are of a compulsory school age but are either not registered at a school or else not receiving education in place of a school setting.
<b>CSE</b>	Child Sexual Exploitation is a type of sexual abuse. When a child or young person is exploited they are given things like gifts, drugs, money, status, and affection, in exchange for performing sexual activities.
<b>Development</b>	Physical, intellectual, emotional, social, or behavioural development.

<b>DBS</b>	Disclosure and Barring Service is responsible for the processing and issuing of checks that allow recruiters to make safer decisions regarding whom they employ.
<b>DDSL</b>	Deputy Designated Safeguarding Lead
<b>DfE</b>	Department for Education is responsible for children's services and education in England.
<b>DA</b>	Domestic Abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, by a partner or ex-partner or a family member or carer.
<b>DSL</b>	Designated Safeguarding Lead
<b>Early Help</b>	Means providing support as soon as a problem emerges at any point in a child's life.
<b>Education Setting</b>	All schools and colleges, plus all other education settings including, but not exclusive to, funded non-maintained early years settings and work-based learning providers
<b>EHCP</b>	An Education Health Care Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support
<b>EHE</b>	Elective Home Education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time.
<b>EOTAS</b>	Education otherwise than at school (EOTAS) is an education provision to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school. In law, local authorities are responsible for providing these services.
<b>Emotional Abuse</b>	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
<b>EPO</b>	An Emergency Protection Order enables a child to be removed from where she/he is, or to be kept where she/he is, if this is necessary to provide immediate short-term protection.
<b>EYFS</b>	Early Years Foundation Stage is the statutory framework that sets the standards for promoting the learning, development, and safety of children from birth to five years in Ofsted registered settings.
<b>FGM</b>	Female Genital Mutilation is a procedure where the female genitals are deliberately cut, injured, or changed, but there is no medical reason for this to be done.
<b>FMU</b>	Forced Marriage Unit is a joint Foreign, Commonwealth and Development Office (FCDO) and Home Office unit which leads on the government's forced marriage policy, outreach, and casework.

<b>FTE</b>	Fixed Term Exclusions is where a child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they have changed school.
<b>Harm</b>	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.
<b>HBA</b>	Honour Based Abuse is an incident or crime involving violence, threats of violence, intimidation coercion or abuse (including psychological, physical, sexual, financial, or emotional abuse) which has or may have been committed to protect or defend the honour of an individual, family and/ or community for alleged or perceived breaches of the family and/or community's code of behaviour.
<b>Health</b>	Physical or mental health
<b>HSB</b>	Harmful Sexual Behaviour is developmentally inappropriate sexual behaviour which is displayed by children and young people, and which may be harmful or abusive.
<b>ICPC</b>	Initial Child Protection Conference is a meeting that is held when agencies believe that a child may be at risk of significant harm.
<b>Ill-Treatment</b>	ill-treatment" includes sexual abuse and forms of ill-treatment which are not physical.
<b>ISI</b>	Independent Schools Inspectorate inspect against the independent school standards, which cover all aspects of school life.
<b>KCSIE</b>	Keeping Children Safe in Education is statutory guidance for schools, colleges, and other institutes of education.
<b>LCSB</b>	Local Children's Safeguarding Boards were the key statutory mechanism for agreeing how the relevant organisations in each local area cooperate to safeguard and promote the welfare of children. Now replaced by Safeguarding Partners.
<b>LAC</b>	A Looked After Child is a child who has been in the care of their local authority for more than 24 hours.
<b>LADO</b>	A Local Authority Designated Officer provides advice and guidance to employers and other individuals/organisations who have concerns relating to an adult who works with children and young people or who is in a position of authority and having regular contact with children.
<b>Looked after child</b>	As defined in section 22 Children Act 1989 means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the Local Authority.

<b>Low-level Concern</b>	<p>A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school or college may have acted in a way that:</p> <ul style="list-style-type: none"> <li>• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and</li> <li>• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.</li> </ul>
<b>LPS</b>	<p>Liberty Protection Safeguards (formally DoLS :Deprivation of Liberty Safeguards) provide protection for people aged 16 and above who are or who need to be deprived of their liberty to enable their care or treatment and lack the mental capacity to consent to their arrangements.</p>
<b>MAPPA</b>	<p>Multi Agency Public Protection Arrangements is the process through which various agencies work together to protect the public by managing the risks posed by violent and sexual offenders living in the community.</p>
<b>MARAC</b>	<p>Multi Agency Risk Assessment Conference is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, health, child protection, housing practitioners, Independent Domestic Violence Advisors (IDVAs), probation and other specialists from the statutory and voluntary sectors.</p>
<b>MASH</b>	<p>Multi-Agency Safeguarding Hubs are co-operative arrangements formed between numerous safeguarding focused organisations, with the aim of close collaboration working to safeguard children and vulnerable adults.</p>
<b>NICCO</b>	<p>National Information Centre on Children of Offenders is an information hub that provides a support service for all professionals who come into contact with the children and families of offenders.</p>
<b>Neglect</b>	<p>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.</p>
<b>NRM</b>	<p>National Referral Mechanism is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.</p>
<b>OFSTED</b>	<p>Office for Standards in Education inspect organisations providing education, training, and care services in England to ensure a high standard for children and students.</p>
<b>PA</b>	<p>Persistence Absence is when a pupil enrolment’s overall absence equates to 10 per cent or more of their possible sessions.</p>
<b>PEP</b>	<p>Personal Education Plan. All looked after children must have a personal education plan. This is part of the care plan that the local authority looking after the child must have in place and review regularly.</p>

<b>PEX</b>	Permanent Exclusion is the most serious sanction a school can give if a child does something that is against the school’s behaviour policy. It means that the child is no longer allowed to attend school and their name will be removed from the school roll.
<b>Physical Abuse</b>	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.
<b>PPG</b>	Pupil Premium Grant is funding to improve education outcomes for disadvantaged pupils in schools in England.
<b>Pupil Referral Unit</b>	A pupil referral unit (PRU) is a type of school established by a local authority that has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.
<b>RCPC</b>	Review child protection conference brings the family and professionals working with them back together to review progress to date and how the plan is working, with a view to continuing to safeguard and promote the welfare of the child(ren).
<b>RA</b>	Risk Assessments aim to anticipate what could happen and forward plan for any sort of situation imaginable.
<b>RUI</b>	Released under investigation means an individual has been released from custody without charge and no obligation to return on bail to the police station for the offence for which they were questioned for.
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Protecting children from maltreatment.</li> <li>• Preventing impairment of children’s mental and physical health or development.</li> <li>• Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and</li> <li>• Taking action to enable all children to have the best outcomes.</li> </ul>
<b>Safeguarding Partners</b>	Safeguarding (the local authority; Integrated Care Systems (ICSs) (previously known as clinical commissioning group) for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
<b>SARC’s</b>	Sexual Assault Referral Centre’s are specialist medical and forensic services for anyone who has been raped or sexually assaulted.
<b>SCR</b>	Single Central Record/register is the central record of the safeguarding checks that have been carried out on all staff and other relevant people.



<b>SENCo</b>	Special Educational Needs Co-ordinator is responsible for the day-to-day operation of the school’s SEN policy. All mainstream schools must appoint a teacher to be their SENCo.
<b>SEND</b>	Children with Special Educational Needs and Disabilities
<b>Sexual Abuse</b>	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 abuse.
<b>Significant Harm</b>	Section 31(10) of the Children Act 1989 states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.
<b>TAC</b>	Team Around The Child is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child, young person of family.
<b>TAF</b>	Team Around The Family is an early intervention and prevention service that aims to work with families to help them identify their strengths and needs.
<b>TRA</b>	Teaching Regulation Agency is an executive department of the DfE that regulates teachers working in schools, including academies, independent schools, sixth form colleges, youth custody settings and children’s homes.
<b>Virtual School Head</b>	Section 22(3B) of the Children Act 1989 requires local authorities in England to appoint at least one person for the purpose of discharging the local authority’s duty to promote the educational achievement of its looked after children. That person (known as the virtual school head) must be an officer employed by the authority or another local authority in England
<b>Whole-institution approach to safeguarding</b>	This means ensuring that safeguarding and child protection are at the forefront of, and underpin all relevant aspects of, process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of children and learners at their core.
<b>YOI</b>	Young Offenders Institution is a place where offenders aged 15 to 21 may be detained and given training, instruction, and work.

## Annex B: Summary of Legislation and Guidance

Legislation
The Children Act 1989 and 2004 (as amended)
The Education Act 2002
The Children and Social Work Act 2017
The United Nations convention on the Rights of the Child 1992
The Equality Act 2010
The Children and Families Act 2014
The Human Rights Act 1998
The School Staffing (England) Regulations 2009 Schedule 2
Female Genital Mutilation Act 2003
The Sexual Offences Act 2003 (section 16-position of trust)
The Rehabilitation of Offenders Act 1974
Education Act 2002
Working Together to Safeguard Children 2018
Keeping Children Safe in Education 2021
Education and Training (Welfare of children) Act 2021
The Voyeurism (Offences) Act 2019

Guidance	
<b>Abuse</b>	<a href="#">Gov.uk: What to do if you're worried a child is being abused: advice for practitioners</a>
	<a href="#">Gov.uk: Analysis of serious case reviews: 2014 to 2017</a>
	<a href="#">When to call the police: guidance for schools and colleges</a>
	<a href="#">Independent Inquiry: child sexual abuse</a>
	<a href="#">Rape Crisis: England and Wales</a>
	<a href="#">Gov.uk: Child abuse linked to faith or belief: national action plan</a>
	<a href="#">Relationship abuse: Disrespect nobody</a>
	<a href="#">Gov.uk: Tackling child sexual abuse strategy</a>
	<a href="#">Gov.uk: Stop Sexual Abuse Together</a>
	<a href="#">NHS Overview: Fabricated or induced illness</a>
	<a href="#">Gov.uk: Childhood neglect: training resources</a>
<b>Alternative Provision</b>	<a href="#">Gov.uk: Alternative Provision</a>

<b>Allegations against professionals</b>	<a href="#">Developing and implementing a low-level concerns policy (farrer.co.uk)</a>
	<a href="#">Gov.uk: Teachers' standards</a>
	<a href="#">Gov.uk: Teachers misconduct: regulating the teaching profession</a>
	<a href="#">Gov.uk: Teacher misconduct: the prohibition of teachers</a>
	<a href="#">Gov.uk: Teacher misconduct: disciplinary procedures for the teaching profession</a>
	<a href="#">Gov.uk: Teacher misconduct: referring a case</a>
	<a href="#">Action against abduction</a>
	<a href="#">College of Policing: Engagement and communication</a>
<b>Bullying</b>	<a href="#">Gov.uk: Preventing bullying</a>
<b>Children missing education</b>	<a href="#">Gov.uk: Children missing education</a>
	<a href="#">Gov.uk: School attendance: guidance for schools</a>
	<a href="#">Gov.uk: Missing children and adults strategy</a>
	<a href="#">Gov.uk: Children who run away or go missing from home or care</a>
<b>Children with SEND</b>	<a href="#">Gov.uk: Safeguarding disabled children</a>
	<a href="#">Gov.uk: Inclusion development programme: supporting pupils on the autism spectrum</a>
<b>Children with a Social Worker</b>	<a href="#">Gov.uk: Designated teacher for looked-after and previously looked-after children</a>
	<a href="#">Gov.uk: Improving outcomes of children in need: literature review</a>
	<a href="#">Gov.uk: Promoting the education of looked-after and previously looked-after children</a>
<b>Contextual Safeguarding</b>	<a href="#">Contextual Safeguarding</a>
	<a href="#">Contextual Safeguarding Network – Beyond Referrals (Schools)</a>
<b>Discipline and Behaviour</b>	<a href="#">Gov.uk: Use of reasonable force in schools</a>
	<a href="#">Gov.uk: Reducing the need for restraint and restrictive intervention</a>
	<a href="#">Gov.uk: Searching, screening and confiscation at school</a>
	<a href="#">Gov.uk: Behaviour and discipline in schools</a>
	<a href="#">Gov.uk: School suspensions and permanent exclusions</a>
	<a href="#">Gov.uk: Children and the court system: young witness booklet for 5 to 11yr olds</a>

	<a href="#">Gov.uk: Children and the court system: young witness booklet for 12 to 17yr olds</a>
<b>Domestic Abuse</b>	<a href="#">Gov.uk: Domestic abuse: specialist sources of support</a>
	<a href="#">Gov.uk: Domestic abuse: recognise the signs</a>
	<a href="#">Operation Encompass</a>
	<a href="#">Gov.uk: Domestic abuse: how to get help</a>
<b>Elective home education</b>	<a href="#">Gov.uk: Elective home education</a>
<b>Governance</b>	<a href="#">Governance Handbook</a>
	<a href="#">Competency Framework for Governors</a>
<b>Harmful Sexual Behaviour</b>	<a href="#">Gov.uk: Sexual violence and sexual harassment between children in schools and colleges</a>
	<a href="#">Harmful Sexual Behaviour Toolkit</a>
	<a href="#">Gov.uk: Relationships and sex education (RSE) and health education</a>
	<a href="#">Gov.uk: Teaching about relationships, sex and health</a>
	<a href="#">Ofsted review of sexual abuse in schools and colleges</a>
<b>So called 'Honour based abuse'</b>	<a href="#">Gov.uk: Mandatory reporting of female genital mutilation: procedural information</a>
	<a href="#">Gov.uk: Female genital mutilation</a>
	<a href="#">Gov.uk: Multi-agency statutory guidance on female genital mutilation</a>
	<a href="#">Gov.uk: Female Genital Mutilation: Resource pack</a>
	<a href="#">Home Office: Fact Sheet – Female Genital Mutilation</a>
	<a href="#">Gov.uk: Forced Marriage guidance</a>
	<a href="#">HM Government: Multi-agency practice guidelines: Handling cases of Forced Marriage</a>
	<a href="#">Breast Ironing Fact Sheet</a>
<b>Information Sharing</b>	<a href="#">Gov.uk: Information sharing advice for safeguarding practitioners</a>
	<a href="#">Gov.uk: Information sharing advice for safeguarding practitioners</a>
	<a href="#">Gov.uk: Data protection: toolkit for schools</a>
	<a href="#">Information Commissioner's Office: guide to the UK GDPR and DPA 2018</a>
	<a href="#">UK Safer Internet Centre: A guide for education settings and filtering providers</a>
	<a href="#">360 Safe: Online safety self-review tool for schools</a>
<b>Inspections</b>	<a href="#">Gov.uk: Ofsted education inspection framework</a>

	<u>Ofsted Inspection Handbook</u>
	<u>Early years inspection handbook for Ofsted-registered provision</u>
	<u>Gov.uk: Inspecting safeguarding in early years, education and skills settings</u>
	<u>Independent Schools Inspectorate</u>
<b>Mental Health and Wellbeing</b>	<u>Gov.uk: Mental health and behaviour in schools</u>
	<u>Gov.uk: Promoting and supporting mental health and wellbeing in schools and colleges</u>
	<u>Gov.uk: Wellbeing and education recovery support</u>
	<u>Gov.uk: Education for children with health needs who cannot attend school</u>
	<u>Gov.uk: Supporting pupils with medical conditions in school</u>
	<u>Gov.uk: Homelessness Reduction Act: policy factsheets</u>
	<u>Public Health England: Rise Above</u>
	<u>The Link Programme: Mental Health Services and Schools and College Link Programme</u>
	<u>MindEd: Every interaction matters</u>
<b>Modern Slavery</b>	<u>Gov.uk: Criminal exploitation of children and vulnerable adults: county lines</u>
	<u>Home office: Criminal Exploitation of children and vulnerable adults: County Lines guidance</u>
	<u>Gov.uk: Child sexual exploitation: definition and guide for practitioners</u>
	<u>College of Policing: Child Sexual Exploitation</u>
	<u>Gov.uk: Safeguarding children who may have been trafficked</u>
	<u>Home Office: Modern Slavery: Statutory Guidance for England and Wales (under s49 of the Modern Slavery Act 2015)</u>
	<u>Gov.uk: Modern Slavery</u>
	<u>Gov.uk: Modern Slavery: how to identify and support victims</u>
	<u>Gov.uk: care of unaccompanied migrant children and child victims of modern slavery</u>
<b>Nude or semi-nude image sharing</b>	<u>Gov.uk: Sharing nudes and semi-nudes: advice for education settings working with children and young people</u>
<b>Online Safety</b>	<u>Gov.uk: Teaching online safety in schools</u>
	<u>Gov.uk: Education for a Connected World</u>

	<a href="#"><u>Gov.uk: Using external visitors to support online safety education: Guidance for educational settings</u></a>
	<a href="#"><u>National Crime Agency: Cyber Choices</u></a>
	<a href="#"><u>National Cyber Security Centre</u></a>
<b>Peer-on-Peer Abuse</b>	<a href="#"><u>PSHE Association: Teaching about consent</u></a>
	<a href="#"><u>Childnet: Peer-based online sexual harassment</u></a>
	<a href="#"><u>Farrer&amp;Co: Peer-on-Peer abuse toolkit</u></a>
	<a href="#"><u>Ofsted: schools, early years, further education and skills: Peer-on-peer abuse</u></a>
<b>Private Fostering</b>	<a href="#"><u>Gov.uk: Children Act 1989: private fostering</u></a>
<b>Radicalisation</b>	<a href="#"><u>Gov.uk: Counter-Extremism Strategy</u></a>
	<a href="#"><u>Gov.uk: Statutory guidance: Revised Prevent duty guidance for England and Wales</u></a>
	<a href="#"><u>Gov.uk: Prevent duty guidance: for further education institutions in England and Wales</u></a>
	<a href="#"><u>Gov.uk: Channel and Prevent Multi-Agency Panel (PMAP) guidance</u></a>
	<a href="#"><u>Gov.uk: Protecting children from radicalisation: the prevent duty</u></a>
	<a href="#"><u>Educate against hate</u></a>
<b>Safer Recruitment</b>	<a href="#"><u>Gov.uk: Regulated activity in relation to children: scope</u></a>
	<a href="#"><u>Gov.uk: Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975</u></a>
	<a href="#"><u>Gov.uk: How to prove and verify someone's identity</u></a>
	<a href="#"><u>Gov.uk: Checking a job applicant's right to work</u></a>
	<a href="#"><u>Gov.uk: DBS Update Service: employer guide</u></a>
	<a href="#"><u>Gov.uk: DBS filtering guide</u></a>
	<a href="#"><u>Gov.uk: DBS checks: guidance for employers</u></a>
	<a href="#"><u>Gov.uk: Making barring referrals to the DBS</u></a>
	<a href="#"><u>Gov.uk: DBS barring referral guidance</u></a>
	<a href="#"><u>Gov.uk: Handling of DBS certificate information</u></a>
	<a href="#"><u>Gov.uk: Disqualification under the Childcare Act 2006</u></a>
	<a href="#"><u>Gov.uk: Criminal records checks for overseas applicants</u></a>
	<a href="#"><u>Gov.uk: Recruit teachers from overseas</u></a>
	<a href="#"><u>Gov.uk: 16 to 19 study programmes: guide for providers: guidance on work experience</u></a>
	<a href="#"><u>Teaching Regulation Agency</u></a>
	<a href="#"><u>Regulated Professions database</u></a>

	<a href="#"><u>UK Centre for Professional Qualifications</u></a>
<b>School Safety</b>	<a href="#"><u>Gov.uk: Health and safety: responsibilities and duties for schools</u></a>
	<a href="#"><u>Gov.uk: Health and safety for school children</u></a>
	<a href="#"><u>Gov.uk: Standards for school premises</u></a>
	<a href="#"><u>Department for Education: Community use of school premises</u></a>
<b>Serious Violence</b>	<a href="#"><u>Gov.uk: Advice to schools and colleges on gangs and youth violence</u></a>
	<a href="#"><u>Home Office: Preventing youth violence and gang involvement</u></a>
	<a href="#"><u>Serious Violence Duty: strategic needs assessment guidance</u></a>
	<a href="#"><u>HM Government: Serious Violence Strategy</u></a>
	<a href="#"><u>Home office: Analysis of indicators of serious violence</u></a>
	<a href="#"><u>Gov.uk: Strategy to end violence against women and girls: 2016 to 2020</u></a>
	<a href="#"><u>Tackling violence against women and girls strategy 2021</u></a>
	<a href="#"><u>Gov.uk: Violence against women and girls: national statement of expectations</u></a>
<b>Substance Misuse</b>	<a href="#"><u>DFE and ACPO drug advice for schools</u></a>
	<a href="#"><u>Young Minds: Drugs and alcohol</u></a>
	<a href="#"><u>NICE: Drug misuse prevention: targeted interventions</u></a>
	<a href="#"><u>Gov.uk: Parents with alcohol and drug problems: adult treatment and children and family services</u></a>
	<a href="#"><u>Drug Strategy 2017</u></a>
	<a href="#"><u>Information and advice on drugs – Talk to Frank website</u></a>
	<a href="#"><u>Drug and Alcohol education – teacher guidance &amp; evidence review</u></a>
	<a href="#"><u>Drugs: advice for schools</u></a>
<b>Upskirting</b>	<a href="#"><u>Gov.uk: Upskirting: know your rights</u></a>
	<a href="#"><u>College of Policing: Street harassment</u></a>
	<a href="#"><u>CPS: Voyeurism</u></a>
<b>Whistleblowing</b>	<a href="#"><u>Gov.uk: Advice on whistleblowing</u></a>
	<a href="#"><u>Gov.uk: Whistleblowing for employees</u></a>
	<a href="#"><u>Gov.uk: Whistleblowing: guidance and code of practice for employers</u></a>

## Annex C: Categories of Abuse

**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.

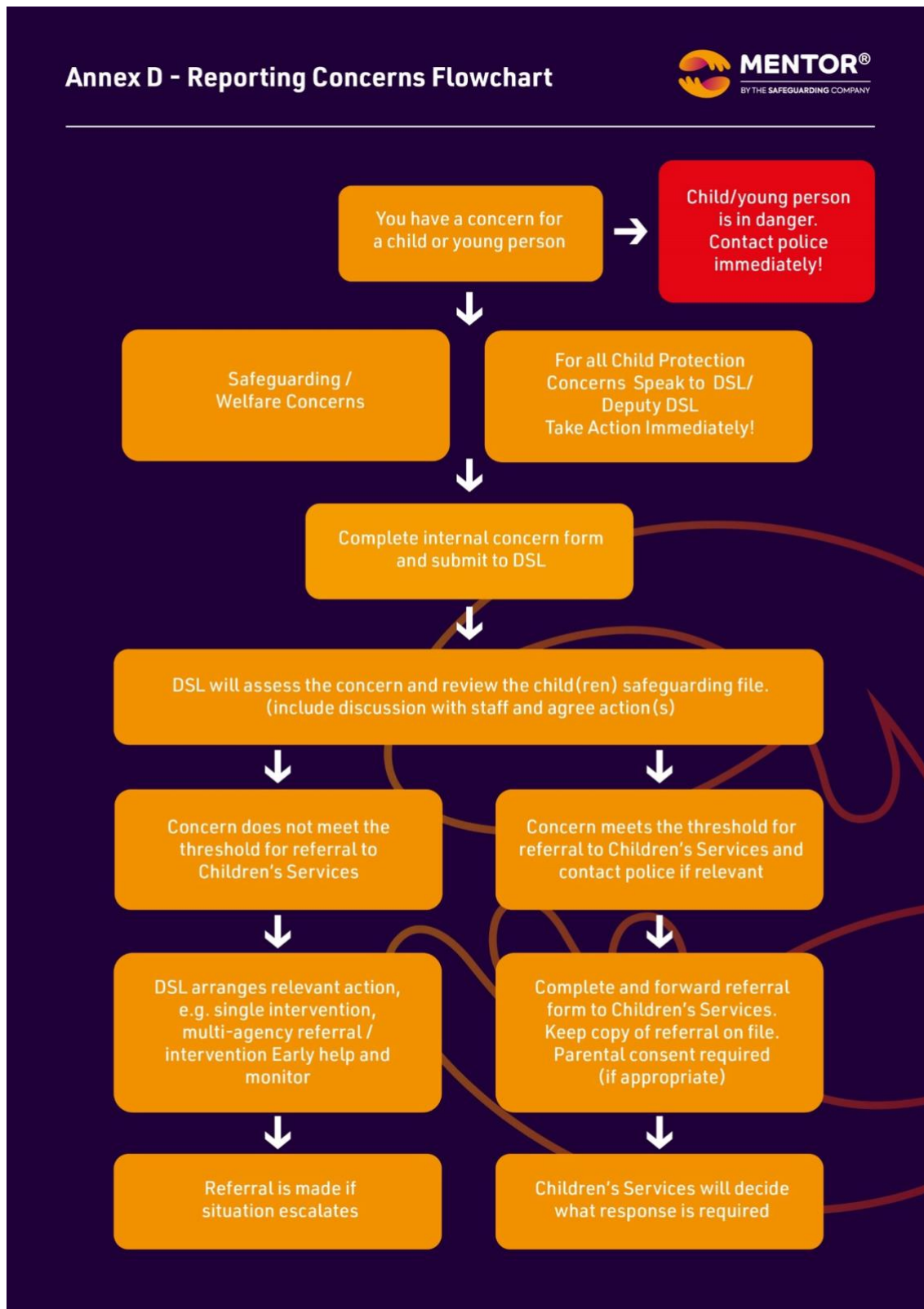
**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it,

**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, for example, because 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



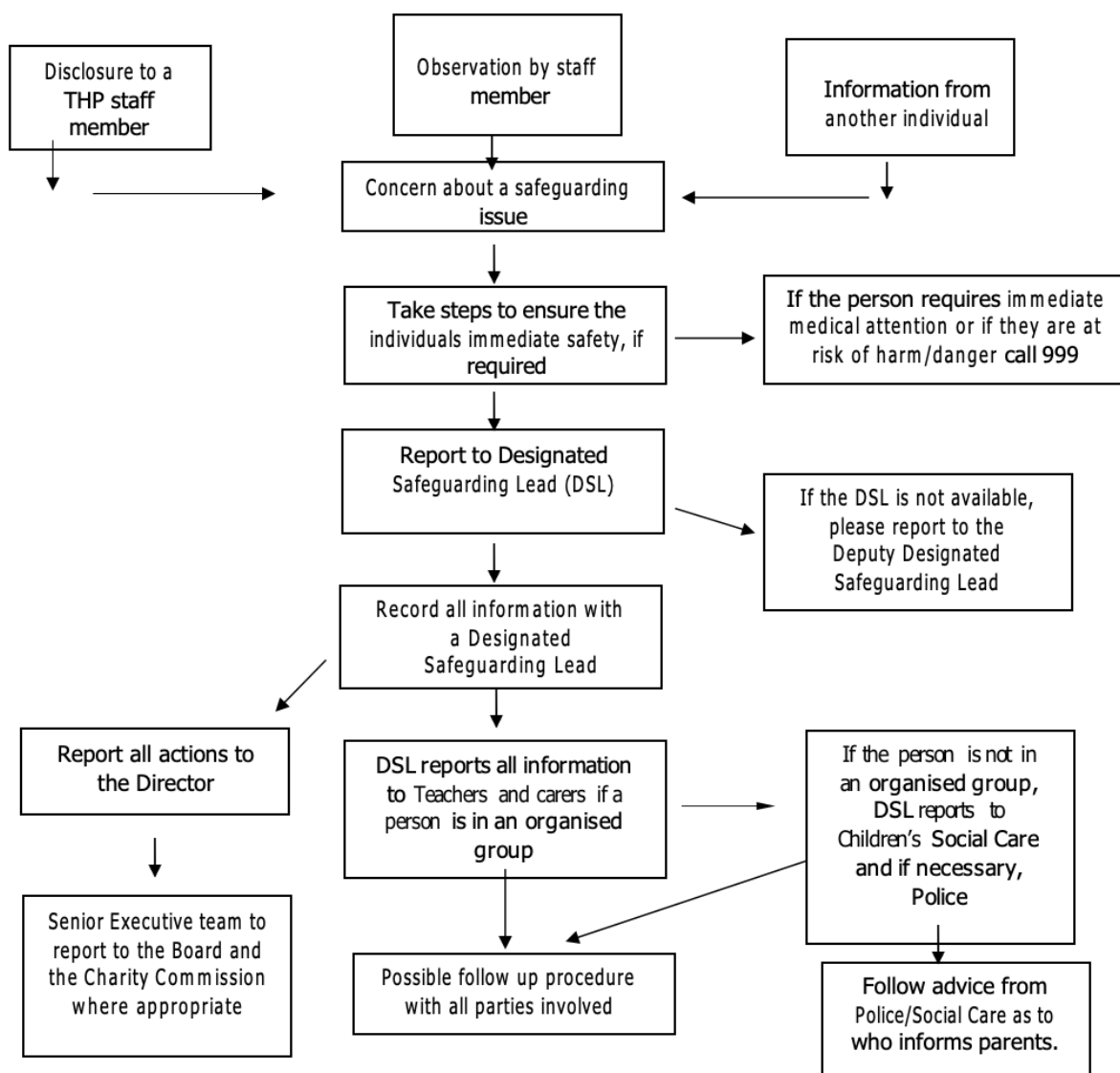
## Annex D, E & F: Reporting Concerns about a Safeguarding Issue – Procedures



## Annex E - Reporting Allegations / Concerns Raised in Relation to Staff



## Annex F: Reporting Concerns about a Safeguarding Issue – Procedures\*



**\*To log the incident, please use The Harmony Project Safeguarding Incident Record at the end of this document**

## Annex G: Self Disclosure Form

### The Harmony Project Self-Disclosure Form

#### Roles which are not exempt

Self-disclosure form for roles which **are covered by** the Rehabilitation of Offenders Act 1974 in England, Scotland and Wales or the Rehabilitation of Offenders (Northern Ireland) Order 1978. For completion by the person applying for the role.

Name of candidate/person:	
Previous name(s): Please include date(s) each name was used (MM/YYYY)	
Address with postcode: Please include dates from and to (MM/YYYY) for each address	
Telephone/mobile number:	
Date of birth:	
Gender:	

As the role you have applied for involves contact with children, you will also be required to undergo the relevant vetting and barring checks. Depending on the nature of the role, this could include checking criminal convictions and checking that you are not barred from working with children. All information you provide will be treated as confidential and managed in accordance with relevant data protection legislation and guidance. You have a legal right to access any information held about you.

Have you ever been known to any Children’s Services department or Police as being a risk or potential risk to children?	Yes No
If yes, please provide further information:	
Have you been the subject of any investigation and/or sanction by any organisation or body due to concerns about your behaviour towards children?	Yes No
If yes, please provide further information and include details of the outcome:	
Have you ever been the subject of disciplinary sanctions or been asked to leave employment or	Yes



voluntary activity due to inappropriate behaviour towards children?	No
If yes, please provide further information:	
Do you have any unspent convictions in the UK or overseas?	Yes  No
If yes, please provide further information:	
<b>Confirmation of declaration</b> (tick boxes below)	
<input type="checkbox"/>	I agree that the information provided here may be processed in connection with recruitment purposes and I understand that an offer of employment may be withdrawn or disciplinary action may be taken if information is not disclosed by me and subsequently come to the Harmony Project's attention.
<input type="checkbox"/>	In accordance with the Harmony Project's procedures if required I agree to provide a valid criminal record certificate and consent to the Harmony Project clarifying any information provided on the disclosure with the agencies providing it.
<input type="checkbox"/>	I agree to inform the Harmony Project within 24 hours if I am subsequently investigated by any agency or organisation in relation to concerns about my behaviour towards children or young people.
<input type="checkbox"/>	I understand that the information contained on this form, the results of the criminal record check and information supplied by third parties may be supplied by the Harmony Project to other persons or organisations in circumstances where this is considered necessary to safeguard children.
<b>Signature of candidate:</b>	
<b>Print name:</b>	
<b>Date:</b>	

**\*Annex F: The Harmony Project Safeguarding Incident Record** *updated by Clare Long 12/09/24*

- What was observed
- What was heard
- What was disclosed/ said to you
- Date incident took place
- Time incident took place
- People involved
- Location
- Sign and date record

Case number	Name & Signature	Date of incident	Place	Time	Detail of incident (please record facts)	Incident reported to (name, contact details)	Action (incl THP formal response)	Outcome	Follow-up
SG001									
SG002									
SG003									

### **Top Tips:**

- ✓ Enter factual information such as times, dates, names, and any witnesses.
- ✓ Include how information was obtained i.e. face to face, telephone etc.
- ✓ Record must be clear and accurate recording what was said in their own words.
- ✓ Be objective and professional being clear if you give your own opinion.
- ✓ Include contact details i.e. telephone numbers, email addresses.
- ✓ Document what actions were taken to safeguard the individual(s).
- ✓ Document what decisions were considered and made.
- ✓ If writing the information, use a black pen if possible and ensure your writing is legible, using a clean blank sheet of paper.
- ✓ Keep the document for future reference.
- ✓ Record how you sought an adults consent and their response.
- ✓ Record the young persons mental capacity and understanding.
- ✓ Document the impact of the incident on the person and how they presented emotionally and physically.
- ✓ If sought advice include full details-who spoke to, what was discussed and the outcome of discussion.

## **Consent**

An adult may not consent for information to be shared and this should be recorded with their reasons. Your school/college should have a policy and procedure that sets out what needs to happen in this circumstance. You are responsible for passing on the concern to the appropriate qualified person who will make the decision whether to override the need for consent

They must report if there is a: 1.-public interest to intervene for example not acting will put other adults or children at risk of harm 2.-a public duty of care to intervene for example a crime has been or may be committed.

If you feel someone is in imminent danger and needs either police or medical attention you must contact the relevant emergency services.

If a general member of the public or friend wants to raise an alert then this can be done without consent.

## **Capacity**

The Mental Capacity Act 2005 provides a statutory framework in England and Wales to both empower and to protect people who may lack capacity to decide for themselves. During the safeguarding process there may be decisions that the young person cannot make for themselves. A suitably qualified professional should assess the young person's capacity and if they are deemed to lack capacity a best interests meeting should be held. During the assessment individuals who lack capacity to make important decisions may need the support of an independent mental capacity advocate as a legal safeguard under the Mental Capacity Act 2005.



**External Agencies/Services for referral: Referral should be made within 24 hours** even if missing some information.

NSPCC

Police

Social Care

Health Care Professionals

Education Welfare Officers

Multi Agency Safeguarding Hub

Child and Adult Mental Health Service

Local Authority Designated Officer (LADO)