



Safeguarding and Child Protection Policy

Larkrise Community Farm fully recognises its responsibilities for safeguarding adults and child protection.

DATE CREATED: October 2023

DATE REVIEWED: N/A

SIGNATURE:

DATE OF NEXT REVIEW: October 2024

This policy will be reviewed annually and updated in line with any new recommendations or legislation as it is made available.

Key Safeguarding Personnel			
Role	Name	Tel.	email
Farm Manager	Wendy Self	01225 751675	manager@larkrisfarm.org.uk
Safeguarding Lead	Lucy Allen	01225 751675	asstmanager@larkrisefarm.org.uk
Deputy Safeguarding Lead & Vice Chair of Trustees	Jane Wallis	01225 751675	vicechair@larkrisefarm.org.uk
Chair of Trustees	Rob Ham	01225 751675	chair@larkrisefarm.org.uk

Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH):	0300 456 0108
Vulnerable Adults Social Care referrals: Multi-Agency Safeguarding Hub (MASH):	0300 456 0111
Out of hours:	0300 456 0100

If you believe a learner is **at immediate risk** of significant harm or injury, you **must** call the police on 999.



Introduction

Larkrise Community Farm is committed to safeguarding and promoting the welfare of our learners. We will fulfil our local and national responsibilities as applicable and laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2022) (statutory for Alternative Provision Schools)
- The procedures of the Safeguarding Vulnerable People Partnership (SVPP)
- Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Adults Board, Policy and Procedures (2019)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Alternative Provision - Statutory guidance 2013

The aim of this policy is to ensure:

- all our learners are safe and protected from harm
- safeguarding procedures are in place to help learners to feel safe and learn to stay safe
- adults in the organisation's community are aware of the expected behaviours and the organisation's legal responsibilities in relation to safeguarding adults and child protection.

Scope

Safeguarding children and vulnerable adults is defined as:

- ensuring that children and vulnerable adults grow up with the provision of safe and effective care
- acting to enable all children and vulnerable adults to have the best life chances
- preventing impairment of children's/vulnerable adult's mental/physical health or development and
- protecting children and vulnerable adults from maltreatment.

Safeguarding children and adults means protecting a person's right to live in safety, free from abuse and neglect. Safeguarding covers a range of measures that includes child and adult protection procedures.

It encompasses a preventative approach to keeping children and vulnerable adults safe that incorporates learner health and safety; behaviour management and preventing bullying; supporting learners with medical conditions; personal, health, and social economic education; providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the Trustees and should be read alongside the following policies relevant to the safety and welfare of our learners:

Student Positive Behaviour	Staff Behaviour	Health and Safety	
Equal Opportunities	Whistleblowing	Safer Recruitment	Anti-Bullying

This policy applies to all staff and volunteers in our organisation.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the organisation full time or part time, in a paid capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid with our organisation (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children attending our provision and any child under the age of 18 who encounters our organisation. This includes unborn babies.



- **Adult** refers to any person over the age of 18 either in full time education or in supported living who encounters our organisation.

Any safeguarding concerns or disclosures of abuse relating to any learner at our provision or outside of operating hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a learner.
- all staff and volunteers working directly with students have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE).
- all staff and volunteers working directly with adult learners have read and understood Sections 1 and 2 of Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Adults Board, Policy and Procedures.

In addition, the Education and Development Officer and Designated Safeguarding Lead are:

- involved in the implementation of individual education programmes, integrated support plans, child in need plans, interagency child protection plans and safeguarding adult plans as required.

Governance

As key strategic decision makers and vision setters for the organisation, our Trustees ensure that our policies and procedures are in line with national and local safeguarding requirements. The Management Team will work with the Trustees to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Staff Code of Conduct Safeguarding Lead/Deputy Safeguarding Lead training Staff awareness & compliance with KCSiE Pt 1 and Safeguarding Adults at Risk in Wiltshire Looked After Children (LAC) Preventing Radicalisation First Aid Training	Whistleblowing Policy Anti-Bullying Policy & Child Friendly version Child Criminal & Sexual Exploitation ESafety Policy Safer Recruitment Policy Safeguarding Policy Reporting abuse /SVPP procedures Health and Safety Policy Statement	Safeguarding Lead / Deputy Safeguarding Lead Designated LAC staff member, our Education Coordinator (even if there are no LAC on roll) Farm Manager & Chair of Trustees

Allegations Management

Our Safeguarding Lead/Vice Chair of Trustees is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Farm Manager. See also Managing Allegations against adults.

Audit

The Safeguarding Lead completes an annual safeguarding audit with Wiltshire Council.



Safer Recruitment

Our Chair of Trustees monitors the organisation's Safer Recruitment practice.

Procedures

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE. Online checks are conducted at shortlisting and candidates are informed of this. At Larkrise Community Farm, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff and volunteers who work at the organisation.

See also Training.

Staff Behaviour Policy

Larkrise Community Farm is committed to positive academic, social and emotional outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour policy sets out staff behaviours that should be avoided, as well as those that constitute safe practice, and supports our commitment to safeguarding children. We have a separate policy based on the Staff Behaviour Policy for all our volunteers.

Visitors

All visitors complete a signing in/out form, wear an ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in the organisation.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at a/the setting.

If a visit from a professional is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our learners access a broad and balanced experience that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being, taking in to account the following PSHE objectives:

- Developing learner self-esteem and communication skills
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At Larkrise Community Farm, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the DSL/DDSL who will use the following if appropriate:

- The Digital Assessment and Referral Tool, as part of a holistic assessment of a child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.



- The criteria for consideration of action under Section 42 (1) and (2) of the Care Act (2014) for adult learners.

Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2023) along with notes from Safeguarding training, are important reference documents for all staff. A copy of Part 1 of the latest KCSiE including the Annex is kept in the staffroom which staff are required to read, and which also includes supporting guidance about several specific safeguarding issues.

Staff working directly with adult learners are required to read Section 1 and 2 of Safeguarding Adults at Risk in Wiltshire – Wiltshire Safeguarding Adults Board, Policy and Procedures (2019). A copy of the entire document is also kept in the staffroom.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP relating to Abuse/Neglect that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom. The flowchart setting out the procedure in respect of adult learners 'Abuse / Neglect of Adult at Risk is Suspected, Disclosed or Discovered', is taken from 'Safeguarding Adults at Risk in Wiltshire - Policy and Procedures (2019) is also displayed in the staffroom'.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the learner to talk.
- take notes while the learner is speaking or ask the learner to write an account.
- try to investigate the allegation.
- promise confidentiality eg say they will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a learner of abuse or neglect and report this to the Safeguarding Lead/Deputy using the standard yellow referral form or Incident Reporting Form, and Body Map if appropriate. It is the responsibility of each adult in the setting/s to ensure that the Safeguarding Lead/Deputy Safeguarding Lead receives the record of concern without delay. In the absence of the Safeguarding Lead/Deputy Safeguarding Lead, staff members know to speak directly to the MASH. In some circumstances, the Safeguarding Lead/Deputy Lead or member of staff seeks advice by ringing the MASH for advice.

The Safeguarding Lead and/or a Deputy Safeguarding Lead is always available during working hours for staff to discuss any safeguarding concerns.

The voice of the learner is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the Safeguarding Lead/Deputy Lead, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no registered education place and not electively home educated)



The Education Coordinator who is responsible for LAC and Care Leavers discusses any unauthorised or unexplained absence of Looked After Children with the commissioning school/agent contact. The Education Coordinator or Safeguarding Lead advises the commissioning school/agent verbally on the day of absence of any unauthorised/unexplained absence of any children.

Children who do not attend education regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and:

- after reasonable attempts have been made to contact the Commissioning Agent or family without success, the Safeguarding Lead follows the SVPP procedures and consults/refers to the MASH, as appropriate.
- there are no known welfare concerns about a child, we follow our procedures for unauthorised absence and report concerns to the child's main registered school base/Education Welfare verbally on the day. A written record of all absences is kept by the Education Coordinator and available on request to schools.

Learners with Special Education Needs and Disabilities (SEND)

Learners with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the learner's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. Staff recognise that learners with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying, as such to address these additional challenges they are encouraged to address their concerns in ways appropriate to their needs.

The Safeguarding Lead works with the Education Coordinator to identify learners with additional communication needs and whenever possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the Safeguarding Lead/Deputy immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Child on child abuse

All learners have a right to attend education provision and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Child on child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- 'upskirting' or any picture taken under a person's clothing without them knowing, to obtain sexual gratification or cause humiliation or distress
- initiation/hazing type violence and rituals

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the organisation's behaviour policy.



Any learner who may have been victimised and/or displayed such harmful behaviours, along with any other learner affected by child-on-child abuse, will be supported by the Safeguarding Lead in conjunction with the student's Commissioning Agent/school.

We minimise the risk of child-on-child abuse by providing:

- established/publicised systems for learners to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The Safeguarding Lead liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for learners who are identified as posing a potential risk to other children. For learners under 18 years, this is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

Domestic abuse

Staff understand that domestic violence and abuse is, any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The Safeguarding Lead liaises as necessary with partner schools/Commissioning Agencies as part of Operation Encompass in Wiltshire. If we are made aware that police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Safeguarding Lead ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Mental health

All staff are aware that mental health problems can be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact on learners' mental health, behaviour and education throughout childhood, adolescence and into adulthood.
- they have a duty to observe learners 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.

If staff have a mental health concern about a learner that is also a safeguarding concern, they will report this concern to the Safeguarding Lead.

Preventing radicalisation

Protecting learners from the risk of radicalisation is part of organisation's wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

Staff use their judgement in identifying learners who might be at risk of radicalisation and speak to the Safeguarding Lead/Deputy if they are concerned about a learner. The Safeguarding Lead/Deputy will always act proportionately. This may include a referral to the Channel programme or the MASH.

Serious violence

We are committed to success in learning for all our learners as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our learners develop the social and emotional skills they need to thrive.



Staff are trained to recognise both the early warning signs that learners may be at risk of getting involved in gangs as well as indicators that a learner is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Off site visits for students outside their usual education setting aren't currently undertaken; appropriate risk assessments will be made should the situation change and any safeguarding issues addressed in line with existing procedures.

Exceptional operating circumstances

If the organisation is required to change the way we offer our provision to children and vulnerable adults due to unforeseen circumstances eg during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children and vulnerable adults will continue to apply.

In such circumstances, the Safeguarding Lead will:

- work closely with social care and partner agencies to support learners in these circumstances and to identify children and vulnerable adults who may be at risk for the first time and/or benefit from additional support.
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, learners, and families are provided with written:
 - amended Safeguarding Lead arrangements as required (names, location and contact details).
 - temporary changes to procedures for working with learners eg online or face-to face offsite.
 - any amended procedures for reporting concerns.
 - safeguarding training arrangements.
 - timescales for such changes so that all learners, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum and support we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life, as they may have changed as a result of the national/international events as they evolve.

Record keeping and information sharing

The organisation:

- liaises with partner organisations, schools, Wiltshire Council SEND and Adult Services, Somerset Council/BANES to ensure any relevant safeguarding records for learners are shared on transition:
 - by the setting/organisation previously attended by the learner.
 - by the Education Coordinator in conjunction with the DSL when the learner leaves our organisation.

For any learner dual-registered with another school/setting/organisation, the Education Coordinator in conjunction with the Safeguarding Lead liaises regularly with the SENCo at that base to ensure information is shared in the best interests of the learner. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all learner safeguarding and any child protection concerns using a standard recording form, with a body map if required, including actions taken and outcomes as appropriate.



- ensures all learner safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the learner.

The Safeguarding Lead/Deputy acts in accordance with Information Sharing – Department for Education (DfE) (2018). Information about learners at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with schools/Commissioning Agents, as well as parents and carers of children and of vulnerable adults. In most situations, we will discuss initial concerns with the school/organisation who commissions the placement. However, the Safeguarding Lead/Deputy will not share information where there are concerns that if so doing would:

- place a learner at increased risk of significant harm.
- place any adult at increased risk of serious harm.
- prejudice the prevention, detection or prosecution of a serious crime.
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a learner is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with The Farm Manager.

If a staff member feels unable to raise an issue with The Farm Manager or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- Rob Ham, Chair of Trustees, chair@larkrisefarm.org.uk, 01225 751675
- The NSPCC whistleblowing helpline where Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

Managing allegations against adults

Larkrise Community Farm follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom for easy reference.

Where anyone in the organisation has a concern about the behaviour of an adult who works or volunteers at the setting, they must immediately consult the Safeguarding Lead who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the Safeguarding Lead or Farm Manager will be reported to the Chair of Trustees without informing the Safeguarding Lead/Farm Manager.

Concerns will be recorded in all instances, including where the threshold of harm has not been met.



All staff must remember that the welfare of a learner is paramount and must not delay raising concerns by fear that any such reporting could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the learner and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the Code of Conduct Policy relevant to their role.

Filtering and Monitoring

The DSL is responsible for managing filtering and monitoring standards. All members of staff should be aware of the standards and report suspected or seen inappropriate content accessed by clients to the Designated Safeguarding Lead. Filtering or monitoring should be reviewed by the DSL annually. Clients are not allowed to use mobile devices during their placement on the farm. Use of farm devices is only allowed with 1-1 supervision. An online safety risk assessment is carried out and reviewed annually to identify ways to reduce the risk of exposure to inappropriate content.

Training

Induction

The welfare of all our learners is of paramount importance. All staff, Trustees and regular volunteers are informed of our safeguarding policy and procedures at induction.

Our induction for staff and volunteers where appropriate also includes:

- Details of the needs of the students they will support, if appropriate.
- Understanding of, and agreement to follow, policies and procedures as detailed in our Staff Handbook and Staff Code of Conduct/Volunteer Code of Conduct.
- Opportunities for a new member of staff/volunteers to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Where whole team safeguarding training sessions are arranged any member of staff not present at this whole team session will undertake this training on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email or for KCSIE updates, e-bulletins, staff meetings), as necessary and at least annually.

Advanced training

The Safeguarding Lead / Deputy Safeguarding Lead has additional multi agency training which is updated every two years as a minimum. The Safeguarding Lead / Deputy Safeguarding Lead also attend multi-agency courses relevant to the organisation's needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other Safeguarding Leads, where possible.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years.



Preventing Radicalisation

All staff have undertaken Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child/adult protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governance

As well as the organisation's safeguarding induction programme, relevant Trustees are encouraged to complete safeguarding and child protection training.

Monitoring and Review

The Safeguarding Lead ensures that safeguarding is an agenda item for every staff meeting. The Trustees are informed of any relevant Safeguarding issues in the Business Manager's report submitted at every Trustees Meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The Chair of Trustees meets the Safeguarding Lead at least annually to monitor the effectiveness of this policy and all our policies.

Appendix 1 - Related legislation and key documents

Care Act 2014 The Care Act 2014 sets out a clear legal framework for how local authorities and other parts of the system should protect adults at risk of abuse or neglect.

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including s, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires organisations to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case-by-case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all organisations, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.



Sexual violence and sexual harassment between children in schools and colleges (2017) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

KSCIE – Keeping Children Safe in Education Part 1 – Keeping children safe in education (KCSIE) is the key document that provides statutory safeguarding guidance to all educational settings. It provides a framework of the legal duties for governance and leadership to enable them to ensure best practice and the safety of children, young people and staff. The document is reviewed by HM Government annually in September to ensure new and emerging safeguarding themes are included and that the current guidance reflects any changes or additional content needed to reflect research.

Policy Prepared By:	Lucy Allen based on a template provided by Wiltshire Council Right Choice, Alternative Provision resources
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