

Child Protection Policy and Safeguarding Procedures

Reviewed by and Date: Philippa Vince (September 2019)

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Contents

- 1. Introduction**
- 2. The Designated Safeguarding Lead**
- 3. Recognising Abuse**
- 4. Child Protection Procedures**
- 5. Safe Practice**
 - Safe Recruitment
 - Allegations against Staff
 - Supporting Children
 - Supporting Staff
 - Visitors
- 6. Implementation and dissemination**
- 7. Useful contacts**
- 8. Toucan Education - Safeguarding procedure**

1. Introduction

The policy applies to all staff and volunteers and takes into account the current statutory guidance provided by the Department for Education (DfE). These duties are set out in the Education Act 2002 Sec 175/157, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.

We will ensure that parents/carers are made aware of our child protection policy through its publication on our website.

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the schools premises. The policy sets out schools commitment to safeguarding and that it aims to create a culture of vigilance and will always work in the best interests of the child.

The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. All staff and volunteers involved with children have a responsibility to be mindful of issues related to their safety and welfare and a duty to report any concerns. All pupils are taught about safeguarding.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.
- All paid and unpaid staff are subject to rigorous recruitment procedures.
- All paid and unpaid staff are given appropriate support and training.

Centre Commitment our staff are well placed to observe the outward signs of abuse because of the day to day contact with children and are committed to referring those concerns via the Designated Safeguarding Lead (DSL) to the appropriate organisation, normally the Local Authority Children's Social Care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

All staff members should be aware of systems within our school which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The Child Protection Policy;
- The staff Behaviour Policy (sometimes called a Code of Conduct);
- The role of the Designated Safeguarding Lead;
- What to do if you are worried a child is being abused.

All staff must read Part One of Keeping Children Safe in Education 2021 and copies will also be provided to staff at induction. Use this link... [Keeping Children Safe in Education \(Part 1\)](#).

2. The Designated Safeguarding Lead (DSL)

The DSL takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. The DSL is a senior member of staff with the authority and seniority to carry out the functions of the role; including committing resources and supporting and directing other staff.

Responsibilities include:

- Act as a focal point for staff to discuss concerns.
- Refer suspected abuse and neglect to the Referral and Assessment Team.
- Keep written records of concerns about a child even if there is no need to make an immediate referral.
- Ensure that they or another member of staff attend Case Conferences, Core Groups, or other multi agency planning meetings, contribute to assessments and provide a written report that has been shared with parents.
- Ensure that there are clear procedures, known to all staff, which are followed where an allegation is made against a member of staff or volunteer.
- Develop and update the Child Protection and Safeguarding Policies ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Ensure that a child's Child Protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate training and maintain training records.
- Co-operate with any requests for information from the Local Authority, such as child protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004
- Apply confidentiality appropriately and in line with HM Gov. [Information Sharing Guidance 2018](#)

3. Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Types of Abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should recognise that children are capable of abusing their peers and this policy includes procedures to minimise the risk of peer on peer abuse and that peer on peer abuse can manifest itself in many ways.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

- **Physical abuse:** Physical abuse 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 insofar 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 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Bullying:** while bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children below.

- **Children with sexually harmful or inappropriate behaviour:** children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection

rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'. Staff will be mindful of the different gender issues that can be prevalent when dealing with peer on peer abuse although it is recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group. Members of staff who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguarding concern.

- **Sexting:** as with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of. If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated). This is consistent with DfE advice *Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (DfE February 2014)*, page 11 'After the search'. The confiscated device will be passed immediately to the DSL. Staff will not look at or print any indecent images.
- **Sexual exploitation of children:** Child Sexual Exploitation (CSE) involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children. The school teaches children about consent and the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social and consult with parents.
- **So-called 'honour based' violence:** so-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV. All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

- **Female Genital Mutilation:** (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern. Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2018) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police.
- **Forced Marriage:** a forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- **Radicalisation and Extremism:** protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.
- **Private fostering arrangements:** a private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or

aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

- **Children who may be particularly vulnerable:** some children are more vulnerable to abuse and neglect than others. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:
 - Disabled or have special educational needs.
 - Young carers.
 - Affected by parental substance misuse, domestic abuse and violence or parental mental health needs.
 - Asylum seekers.
 - Looked after by the Local Authority or otherwise living away from home.
 - Vulnerable to being bullied, or engaging in bullying behaviours.
 - Living in temporary accommodation.
 - Living transient lifestyles.
 - Living in chaotic and unsupportive home situations.
 - Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
 - At risk of child sexual exploitation (CSE).
 - Do not have English as a first language.
 - At risk of female genital mutilation (FGM).
 - At risk of forced marriage.
 - At risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

4. Child Protection Procedures

All staff should feel able to raise concerns and feel supported in their safeguarding role.

Staff should ordinarily follow the reporting procedures outlined in this policy. However, as emphasised in Keeping Children Safe in Education (2021), any staff member can refer their concerns directly to Children's Social Care and/or the Police if:

- The situation is an emergency and the DSLs, the Head Teacher and/or the Chair of Governors are all unavailable;
- They are convinced that a direct report is the only way to ensure the pupil's safety; or
- For any other reason they make a judgement that a direct referral is in the best interests of the child.

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

You may have a concern about a child's wellbeing based on:

- Something the child /parent has told you;
- Something you have noticed about the child's behaviour, health, or appearance; and
- Something another adult/professional said or did.

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is **always** your responsibility to share concerns, no matter how small.

Decide whether you need to find out more by asking the child, or their parent to clarify your concerns, being careful to use open questions. It is important to remember that any questioning should be limited to the minimum necessary to seek clarification and strictly avoiding 'leading' by making suggestions or asking questions that suggest an answer. It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

Let the child/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he tells you secret as you may need to inform the child or third party that they are obliged to pass on information to other members of staff such as the DSL and/or Head Teacher, according to circumstances, as well as to other local agencies.

The child or third party may need reassurance that their concerns will be handled sensitively and discreetly. For example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.

Inform the DSL immediately. If the DSL is not available, inform their Deputy. If neither are available, speak to the Head Teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

Make a written record as soon as possible after the event, noting:

- Name of child.
- Date, time and place.

- Who else was present?
- What was said/what happened/what you noticed - speech, behaviour, mood, drawings, games or appearance.
- If child or parent spoke, record their words rather than your interpretation.
- Analysis of what you observed and why it is a cause for concern.

The DSL may take advice from the Referral and Assessment Team Duty Worker.

The DSL may make a referral to Referral and Assessment Team Duty Worker. The referral will note previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.

The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL informs parent that they have made a CP referral, if the parent does not already know. On occasion the Duty Officer may suggest a delay in informing the parent in cases of suspected abuse, or where informing the parent may put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

The DSL remains in close communication with other professionals around the child and with the family, in order to share any updates about the child.

If a child protection investigation is undertaken the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child safe.
- Attend an Initial Child Protection Conference (ICPC) when invited and provide updated information about the child.
- Attend any subsequent Child Protection Review Conferences (RCPC's).
- Attend Core Group meetings and take an active role in the implementation of the protection plan.

5. Safe Practice

Safer Recruitment

Keeping children safe in education (2021) outlines Safer Recruitment processes in education settings. Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance and the schools safer recruitment processes.

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages.
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

Allegations against Staff

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the DSL.

The DSL should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.
- Contact the LADO immediately.
- Contact the parents/carers of the child, following advice from the LADO.
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings.
- Make a referral to the Children's Service where the child resides, if appropriate.
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO and other key professionals.

In all cases the LADO should be notified.

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm;
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

Supporting Children

Keeping Children Safe in Education (2021) requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.' Children are taught to understand and manage risk through our Personal, Social, Health and Economic (PSHE) education and sex and relationships lessons, Citizenship and through all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying

procedures. The centre continually promotes an ethos of respect for children and pupils who are encouraged to speak to a member of staff of their choosing about any worries they may have.

We recognise that children who are abused, or who witness violence or domestic abuse, may find it difficult to develop a sense of self-worth. They can feel helpless, humiliated and feel a sense of blame. School may be the only stable, secure and predictable element in their lives. Many other aspects of school provision support the aims of this policy. Education Providers play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

When at the centre their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum - The non-statutory framework for (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.
- An ethos which provides a positive, supportive and secure environment which gives pupils a sense of being valued.
- Application of the centre behaviour policy which will ensure that the pupil knows that some behaviour is unacceptable but they remain valued and not to be blamed for any abuse which has occurred.
- Effective liaison with other support services for pupils who have been harmed or abused or at risk of being harmed or abused.

Supporting Staff

- Safer Recruitment processes will be followed at all times in accordance with DfE Keeping Children Safe in Education (2021) Part 3.
- Effective checks and references are an essential element of safer recruitment.

This guidance covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism and the safe use of technology. In the event of any complaint or allegation against a staff member or volunteer, the DSL should be notified immediately.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding failures internally. Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

- Staff may find issues relating to child protection upsetting and may need support which should be either provided directly by the school or sourced elsewhere by them.

Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents/guardians unless the centre has been notified in advance and the person knows the password recorded by school (provided by parents/guardians).
- All visitors to the centre working in a professional capacity with our pupils will be required to provide their current DBS to the administration staff upon arrival.

6. Implementation and Dissemination

This policy is reviewed annually by the DSL.

All members of staff read and agree to the child protection policy before the start of their employment.

All children, young people and their families will have access to and agree to the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

7. Useful contacts

During office hours – Newcastle council

0191 2772500

Out of Hours Emergency Duty team – Newcastle Council

0191 2787878

8. Toucan Education SAFEGUARDING PROCEDURES

Purpose and Ethos:

This policy applies to all staff, including senior managers and governors, paid staff, volunteers, agency staff, students or anyone working on behalf of Toucan Education.

The purpose of this policy is:

- To protect children who attend Toucan Education.
- To provide staff and volunteers with overarching principles that guides our approach to safeguarding.

Toucan Education believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all our pupils and to keep them safe. We are committed to practice in a way that protects them.

Legal Framework:

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- United Convention on the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- Protection of Freedoms Act 2012
- Relevant government guidance on safeguarding children including: Working together to Safeguard Children 2018 and Keeping Children Safe in Education 2021

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Act 1989
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identify, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting children's welfare

We will seek to keep children and young people safe by:

- Valuing them, listening to and respecting them
- Adopting child protection practices through procedures and a code of conduct for staff and volunteers
- Providing effective management for staff and volunteers through supervision, support and training
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing concerns with agencies who need to know and involving parents and children appropriately

We are committed to reviewing our policy and good practice annually.

The Designated Safeguarding Leads at Toucan Education are:

- Philippa Vince

