



SAFEGUARDING & PROTECTING CHILDREN & YOUNG PEOPLE

POLICY & PROCEDURES

2020/21

The EDLounge Approach to Safeguarding

Senior Management Responsibilities

The Office & Risk Manager is the designated safeguarding lead for the organisation and will work in line with national legislation and guidance and be responsible to the Managing Director for safeguarding.

Safe Recruitment procedures

EDLounge has a recruitment procedure in place to ensure that we appoint staff that are appropriately qualified and have the skills and knowledge to deliver a quality service. Recruitment is carried out in line with the expectations of 'Keeping children safe in education, Statutory guidance for schools and colleges; Part 3' (Department for Education September 2018) including enhanced Disclosure Barring Service (DBS) checks.

Learning Development & Training on safeguarding and promoting the welfare of children

All staff and volunteers are required to complete mandatory safeguarding induction, consisting of e-learning to be completed within the first two week of employment. All managers have to attend risk management training in their first year. Training and any requirements for additional specialist training are recorded and discussed as part of Annual Performance Appraisal.

It is the responsibility of the individual and their line manager to ensure mandatory training is completed. Supervision sessions and team meetings for all staff are held on a regular basis to discuss safeguarding issues, changes in regulation and best practice.

Purpose

This Policy operates in accordance with national legislation and guidance to safeguard and protect children. See 'Reference' section for further details.

It provides clear procedures on:

- Code of Conduct and Professional Boundaries
- Responding to safeguarding/child protection concern
- Reporting and managing safeguarding allegations against staff and volunteer
- Information Sharing

Breaches of this Policy and Procedures could place children at risk of harm and may result in disciplinary action.

Staff, volunteers, advisers and consultants are required to refer to relevant national legislation and guidance:

- March 2015. HM Government: Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children

- March 2015. HM Government: What to do if you're worried a child is being abused. Advice for practitioners

September 2018. Department for Education: Keeping children safe in education. Statutory guidance for schools and colleges.

Scope

This Policy and Procedure

- Applies to all staff across all of EDLounge Group; Our Volunteers, Associates, Partners, Board of Directors, Advisers and Consultants
- Must be followed alongside the Safeguarding Policy and Procedures of all organisations that we are working with and Local Children Safeguarding where applicable (and detailed in procedures)
- All staff, volunteers, Directors and other workers must be made aware of this policy and associated procedures and have access to them in order that we comply with our responsibilities.

Roles and Responsibilities

Accountability Framework:

The Directors have a duty of care, which includes taking necessary steps to safeguard and protect children. They will act in children's best interests and ensure that they take all reasonable steps to prevent any harm to them. Directors also have duties to manage risk and to protect EDLounge assets and reputation.

The Managing Director and the Senior Management Team are the accountable senior managers responsible for the management of safeguarding and serious safeguarding incidents. The Office & Risk Manager is the designated safeguarding lead for the EDLounge Group, alongside the EDLounge Senior Designated Safeguarding Expert.

Managers hold responsibility for the implementation of the Safeguarding and Protecting Children Policy and effective management of safeguarding concerns in their department. Managers hold delegated operational accountability for services. EDLounge staff will be supported by the Senior Designated Safeguarding Lead Manager.

Staff are responsible for all safeguarding and child protection concerns are addressed through respective line management structures in accordance with this Policy and Procedures.

The **Safeguarding Advisor** is responsible for providing advice and support to Directors and other senior managers on best practice in adhering to this Policy, safer working practices and management of allegations, serious incidents and significant case reviews.

Citation is responsible for consultation and advice in relation to all implications of safeguarding and associated with Human Resources and Learning and Development issues.

Definitions

Service User

A child, young person or vulnerable adult using an EDLounge group resource for example EDClass or EDLounge

Child

- Children Acts 1989 & 2004 define a child as anyone who has not yet reached their 18th birthday.
- The United Nations Convention on the Rights of the Child (UNCRC) applies to “all human beings under the age of 18 years unless, under the law applicable to the child, majority is attained earlier.”

Safeguarding

Safeguarding children and promoting their welfare means protecting them from maltreatment, preventing impairment of their health and development and ensuring that they grow up in circumstances consistent with the provision of safe and effective care.

Child Protection

Child protection is part of safeguarding and promoting welfare. This action refers to the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm, including physical, sexual, emotional abuse and neglect. This includes children affected by: domestic abuse, female genital mutilation, forced marriage, honour-based violence, ‘missing’ children, young runaways, child sexual exploitation and trafficking.

This list is not exhaustive, and below outlines further details on some of these (information taken from September 2016. Department for Education: ‘Keeping children safe in education’. Statutory guidance for schools and colleges’ para 35 – 44 and Annex A).

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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

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 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.

Prevent Concern

Children and young adults can be vulnerable to exposure to or involvement with groups or individuals who advocate intimidation as a means to a political or ideological end. These groups can include those promoting violence from extreme right-wing or other ethnic or religious organisations" *Prevent Strategy* (2011). Prevent is part of the Government counter terrorism strategy CONTEST and aims to stop people becoming terrorist or supporting terrorism. Prevent focuses on all forms of terrorism and extreme ideologies and operates in a pre-criminal space, providing support and redirection to vulnerable children and adults at risk of being groomed into terrorist activities before any crimes are committed.

Trafficking

The United Nations defines trafficking in people as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, or abduction, fraud, of deception, of the abuse of power, or of a position of vulnerability, or the

giving or receiving of payments to achieve the consent of a person having control over another person, for the purposes of exploitation.

A child missing from education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called, HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

EDLounge Safeguarding Procedures

Please note that

Service user: child/young person using an EDLounge Resource

Child/Young Person/Vulnerable Adult: an individual under the ages of 18 who may be on work experience with EDLounge and this work experience has been authorised by the senior management team. Please note that we do NOT allow staffs children to be present in the office

1. Communicating Safeguarding Responsibilities

Action: Line Managers:

- 1 Ensure that all staff/volunteers are aware of this Policy and any relevant codes and practices.
- 2 Ensure local contact numbers e.g. social care departments are displayed in an accessible place for staff and volunteers.

2. Code of Conduct and Professional Boundaries

2.1 Induction (all departments)

Action: All Staff/Volunteers:

- 1 Ensure that you have read, fully understand and signed the Safeguarding Code of Conduct. It is your responsibility to speak to your line manager if you are not clear or require further clarification.

Action: Line Managers

- 2 Ensure all staff and volunteers have fully understood and signed the Code of Conduct.

2.2 Gifts and Favours

Action: All Staff/Volunteers

1. You must not use a relationship with a service user or their family for personal gain. Gift-giving and accepting presents should only take place in line with the EDLounge policies and be agreed with your line manager.

2.3 Concern about a breach/potential breach of your own or a member of staff/external colleague's professional boundaries

Action: All Staff/Volunteers

1. Concerns about a breach or potential breach of professional boundaries by you; a colleague or external agency must be shared with your line manager. This should happen regardless of whether the breach of professional boundaries was due to initial intentions being well meaning. A breach of the professional boundaries may place a service user or young person at risk of harm and you have a duty to act upon your concerns to safeguard a Child/Young Person/Vulnerable Adult.
2. Where you feel unable to report the concern/s to your line manager, you should refer them to your manager's manager.
3. If you cannot raise issues through your line management or you consider the breach of professional boundaries not to have been dealt with appropriately, you should report via the use the Whistleblowing Procedure.

Action: Line Manager:

1. All potential breaches of professional boundaries should be taken seriously. The breach may not be a single event but a series of events and interactions that together cause the individual or a colleague/external agency to cross the boundary between what would be considered a professional relationship to a non-professional relationship.
2. Staff must be supported to address any concern about their own breach of professional boundaries without the automatic risk of disciplinary proceedings. However, staff should be made aware of all possible consequences depending on the severity and nature of the breach including possible disciplinary action; dismissal; referral to the Regulatory bodies, relevant local Authorities, Disclosure and Barring Service, and/ or police.
3. Conduct an investigation to establish the facts and decide whether there is a disciplinary case to answer – refer to Disciplinary Policy and Procedure.
4. All breaches of professional boundaries are to be recorded on individual staff files including any action taken. In cases where there is found to be 'no case to answer' the outcome should still be recorded.
5. If concerns arise regarding a colleague from another organisation consult with your line manager to consider how these matters are appropriately raised in a timely manner.

Action: Staff/ Volunteers

1. All staff and volunteers have a duty to uphold professional boundaries in the workplace and should consider the appropriateness of their actions and behaviours, particularly in the case of Child/Young Person/Vulnerable team members. If any staff or volunteer is unsure, about whether an action is appropriate or not, they should discuss this with their line manager in the first instance.
2. Prior to any access with service users/service users' information, you must ensure that you have discussed how to maintain confidentiality and professional boundaries with the relevant manager.
3. If you do not have a satisfactory enhanced Disclosure and Barring Service (DBS) Check (England and Wales), you must ensure that you are not left unsupervised with a Child/Young Person/Vulnerable Adult whilst working for EDLounge. Further should a colleague or line manager inadvertently place you in this situation, you must alert them to this fact immediately.
4. No mobile phones are to be used during working hours. Staff are not permitted to use mobile phone whilst 'at work' in Aston House during contracted hours. You must only use your mobile phone during breaks and in a designated area.

~Management are permitted to have mobile phones, however, managers must remain professional at all times and ensure that use is minimal, discretionary and not in the general office areas and in compliance with our safeguarding principals. Failure to do so could result in disciplinary action.

3. Responding to a Safeguarding/Child Protection Concern

3.1 A service user discloses information to you about abuse or harm that they are experiencing (in person/on the phone/via email/via messenger/via EDLounge)

Action: Person receiving the information

1. Always offer reassurance, listen to and take seriously, what they are saying, or what they have written, if the disclosure is via email/messenger. Never promise to keep secrets. Never be persuaded by the service user or family not to act if you are worried that a child is being harmed or is at risk of harm.

It is not your job to investigate, verify what is being said or examine the child or vulnerable adult; this is the statutory responsibility of the school/local authority/child protection services and/or the Police. However, it is important to get relevant information and it may be necessary to undertake some limited enquiries before making a referral, including full name, age, contact details (such as email address/telephone etc) and any involvement with EDLounge's services and a brief outline of what happened/situation etc.

2. Immediately consult with your line manager (or in their absence another manager) to agree the course of action but do not delay if this would place a service user at increased risk.
3. Explain the process to the service user - that you will need to pass this information on and the reasons why and possible actions.
4. Complete the EDLounge Safeguarding Report Form (this can be located on the EDLounge shared Google Drive)
<https://drive.google.com/drive/folders/1xyjHqhv40vqXiqEm8qEZY3ifXY7DEf87?usp=sharing>
5. When the safeguarding report form is completed store in accordance with the recording policy. It is important that the designated member of staff completing the report form immediately notifies their line manager and contacts the Senior Designated Safeguarding Officer Milly Wildish milly@keystosafeguarding.com

Action: Person handling call

1. Thank the caller for doing the right thing and speaking up on the service users/child/young person/vulnerable adult behalf.
2. Ask if the service users/child/young person/vulnerable adult is in immediate danger.
3. If yes - the caller should be informed to dial 999, or should be supported to dial emergency services with our assistance.
4. **If not in imminent danger**, ask if the concern is about the behaviour of a EDLounge member of staff, partner, associate or volunteer. If yes, please speak to your line manager and Senior Designated Safeguarding Lead immediately after the phone call is concluded. Then the line manager will refer the concern to the Senior Manager, Director or higher.
5. If the concern does not involve a member of EDLounge staff, the caller should be directed, as appropriate, to:
 - a) The School/provider responsible for the service user
 - b) Their local authority who will provide information and support.
 - c) The National Association for People Abused in Childhood (Historical Abuse -0800 085 3330).
 - d) Record using the Template for Recording Safeguarding Incident; date and time of the call, contact name and number of the caller (if they give it), as much information as possible – e.g. gender, ethnicity and age of the child or young person the concern is about, a brief description of the nature of the concerns raised and to whom you passed the information or caller on to. Do not try to elicit this information if the person does not want to provide it. The record of the

incident must be used and stored in a confidential area. The template report form must be completed as soon as possible.

- e) Pass this information to your line manager and or Senior Designated Safeguarding Lead, or other responsible manager for a decision regarding next steps.

4. Reporting and Managing Safeguarding Allegations against Staff, Partners, Associates and Volunteers

These procedures must be used when any staff, volunteer, partner, associate or other worker or other adult has:

- Behaved in a way that has harmed a service users/child/young person/vulnerable adult
- Possibly committed a criminal offence against, or related to a service users/child/young person/vulnerable adult
- Behaved towards a service users/child/young person/vulnerable adult in a way that indicated s/he is unsuitable to work with children

4.1 Reporting Allegations and Serious Incidents

Action: Line Manager

1. If a member of your team is involved in a serious safeguarding incident you must report it to your line manager and complete a serious incident/allegation form and send it to your Senior Manager and to all those on the circulation list detailed on the form.

4.2 Responding to a safeguarding allegation against worker or volunteer

Action: Person who has a concern about a worker/volunteer's or others behaviour or receives a concern from a member of the public/service user

1. If the allegation involves a staff member or volunteer this should be referred to your line manager.
2. Do not investigate the concerns yourself.
3. If for any reason you do not feel able to alert a line manager then the EDLounge whistleblowing procedure must be followed.

Action: Responsible Senior Manager

4. Upon receiving information ensure that the safety of any service users/child/young person/vulnerable adult child or young person is paramount. If a crime has been committed a decision will need to be made about who will contact the police and relevant external bodies. The matter should also be referred immediately to the local child protection services; and in England the Local Area Designated Officer (LADO) should be informed. If other children are also at risk (e.g. other children in the household of the alleged perpetrator), you must also pass on these concerns and any known details.
5. Advice should be sought from the Safeguarding Advisor and Citation Direct where the allegation is serious or unclear.
6. In consultation with Citation Mentor Direct, conduct a risk assessment within 24hrs or more urgently, to decide whether the person concerned can continue in their role or whether a period of suspension is required or a temporary redeployment is appropriate.
7. Do not inform the member of staff/volunteer against whom the concern/allegation has been made of the nature of the allegation until consultation has been undertaken with the relevant Local Authority and where necessary the Police. The Managing Director must ratify any decision.
8. If the allegation concerns a volunteer then a decision must be made as to whether to suspend their volunteering activities whilst the investigation takes place. This must be confirmed in writing.
9. If the allegation involves a service user then you must consider whether the Service User Record should be sealed. The technical Manager would immediately arrange this.
10. Consult with Citation People Team to agree next steps. Any investigating officer must be competent in child protection matters and be of sufficient seniority to enter into discussion with external agencies. Any action must be agreed with the Local Authority Designated Officer. These procedures must be followed in conjunction with Disciplinary Procedures.
11. As soon as possible, agree with the Local Authority Designated Officer who will ensure that parents/carers or children are kept informed about the allegation and how they will be kept updated on any progress of the case and its outcome.
12. Ensure that staff who are involved in an investigation are aware of support options.

4.3 Developing Media strategy in response to safeguarding allegations

Action: Senior manager

1. Any media response must be co-ordinated in conjunction with Local Safeguarding Children Board (LSCB) to avoid contradiction and misunderstanding.
2. Any public statements about the situation must not be released without authorisation from the Managing Director.

E-Safety & Social Media

5.1 Communicating with service users via email, text message or instant message

Action: Staff, Partners, Associates and volunteers

1. The use of e-media should always be within the context of a planned and supervised piece of work, on EDLounge issued secure equipment and consistent with EDLounge's Safeguarding Code of Conduct and professional boundaries.
2. Responsible workers and managers must ensure that any use of digital technology is discussed as part of supervision, risk assessed and any decision recorded on the supervision/1:1 file as appropriate.

5.2 Taking and retaining digital images and photographs and the use of camera phones

Action: All staff/volunteers

1. Where events are taking place and there are any children, young people present consent https://drive.google.com/drive/folders/1JqxPeNCRJslu_MCM47tvI_nkwsAhSRyO?usp=sharing from parents, carers must be given. Staff must also apply professional judgement, consistent with the Safeguarding Code of Conduct and this Policy as to whether photography is appropriate in given circumstances, with the agreement of all parties, and after assessing any risk. In relation to staff and volunteers they must only use EDLounge equipment for this purpose.
2. Photographic data related to work with service users must be stored in a confidential area. Any other photographs must have an identified retention period, which reflects the purpose for retaining the images and is in line with the Data Protection Act. When the retention date is reached, they must be securely deleted from electronic storage and corresponding paper/soft copies securely shredded.

6. The “Prevent” Duty

Radicalisation is comparable to other forms of exploitation and is therefore considered a safeguarding issue that all staff must be aware of. The process for escalating concerns and procedures on how to make a referral to the relevant authorities on this specific matter follow below.

The Prevent Concern promotes a multi-agency approach. There is no expectation that EDLounge will take on a surveillance or enforcement role as a result of fulfilling any Prevent duty and where necessary EDLounge will work alongside Schools and Local Safeguarding Children Boards.

Extremism is defined in the Prevent Strategy 2011 as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Terrorism is defined by the Terrorism Act 2000 as: an act that endangers or causes serious violence to a person/people and/or damage to property; or seriously interferes with or disrupts an electronic system.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. Radicalisation should be considered as an ‘additional vulnerability’ under Chapter 11 of the Working Together to Safeguard Children Guidance (2010). There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

Should a worker have any concerns about a service user/Child/Young Person or Vulnerable Adult as a result of:

- A direct disclosure
- An observation
- An expression of concern or complaint made by another person

The following procedures should be followed:

6.1 Making a Report

6.2 If you suspect that a **service user is at immediate risk or actually engaged in the planning or implementing of an act of terrorism, or may be under the influence of radicalisation or extremism but not in immediate danger** take the following course of action immediately:

- a) Contact your line manager (or a manager) and get advice from the Senior Designated Safeguarding Advisor
- b) Speak with the Head of EDLounge and Managing Director

If you suspect a child/adult at risk is at immediate risk or actually engaged in the planning or implementing of an act of terrorism, take the following course of action immediately:

- a) Contact your line manager (or a manager and get advice from the Senior Designated Safeguarding/Prevent Advisor)
- b) Make a referral to the Police on 999 Or Contact the Anti-Terrorist Hotline on 0800 789 321
- c) All actions must be recorded. For further information contact your local Safeguarding Lead.

6.3 If you suspect that a **child/young person/vulnerable adult may be under the influence of radicalisation or extremism but not in immediate danger**:

- a) Raise your concern directly with your line manager in the first instance; informing them the nature of your concerns.
- b) Contact the Police on number 101 to discuss the next steps, requesting to speak to officers with responsibility in relation to Prevent duties.
- c) Contact the Safeguarding Advisor informing them of the actions taken.

6.4 Clarify with the Police or Anti-Terrorism hotline the next steps and whether/how feedback will be provided.

6.5 Action: Line Manager

Ensure any reported Prevent Concerns are managed in accordance with these procedures and where necessary escalated to the relevant authorities.

7. Events

7.1: Protocol to follow for the attendance of service users / children/ young people / vulnerable adults at EDLounge events

Action: Relevant Departmental Manager

1. Before any event, a risk assessment must be carried out considering who is to attend and the supervision and welfare of any service user/child/young person/vulnerable adult. The risk

assessment must also be carried out in conjunction with partner agencies (ie schools) where applicable.

2. Photographs must not be taken without parental consent. If consent is given, photographs must be on EDLounge issued secure IT digital equipment.
3. Should you have any concerns about any event, or are worried that risk is not being appropriately managed, you should speak to your line manager.
4. Should any concerns or issues arise during the course of the event/visit these should be discussed with the Safeguarding Lead Manager and escalated immediately to a manager.

8. Information Sharing/Consent

Refer to

- Information Sharing policy of EDLounge and that of the partner organisation
- GDPR Sharing policy and that of the partner organisation

9. References and Associated Guidance

- September 2018. Department for Education: Keeping children safe in education. Statutory guidance for schools and colleges.
- March 2015. HM Government: Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children
- March 2015. HM Government: What to do if you're worried a child is being abused. Advice for practitioners
- Safeguarding Framework
- [Recording Policy and Procedure](#)
- Mental Capacity Act 2005 (England)
- [Information Sharing & Data Protection Policy](#)
- The Care Act 2014
- [The Prevent Strategy 2011](#)
- The Serious Crimes Act 2015

10. Compliance

The Managing Director; the Safeguarding Lead and relevant members of the senior management team will monitor this policy.

General levels of Compliance:

- Supervision
- Induction
- Annual Performance Appraisal

Document History				
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